

School Improvement Grants Application

Section 1003(g) of the Elementary and Secondary Education Act

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School Improvement Grants

Purpose of the Program

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 (final requirements, attached as Appendix A), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and, if a State so chooses, certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, if a State so chooses, certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and, if a State so chooses, certain additional Title I eligible schools ("Tier III schools"). (See Appendix C for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

For fiscal year (FY) 2009, there is \$3.546 billion available for School Improvement Grants under section 1003(g): \$546 million through the Department of Education Appropriations Act, 2009; and \$3 billion through the American Recovery and Reinvestment Act of 2009 (ARRA).

FY 2009 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2011. In its application for these funds, an SEA may request a waiver of the period of availability to permit the SEA and its LEAs to obligate the funds through September 30, 2013.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate school improvement funds in proportion to the funds received by the States, the Bureau of Indian Education, and the outlying areas, respectively, for the fiscal year (*e.g.*, FY 2009) under Parts A, C, and D of Title I of the ESEA.

An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (summarized in Appendix B). The SEA may retain an amount not to exceed five percent for State administration, evaluation, and technical assistance, which the Department has awarded to each SEA.

Consultation with the Committee of Practitioners

Before submitting its application for a School Improvement Grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

State Application Process

To apply for a School Improvement Grant, an SEA must submit an application to the Department. This revised School Improvement Grant application form is available on the Department's Web site at: <http://www.ed.gov/programs/sif/applicant.html>.

Please note that an SEA's submission must include the following attachments, as indicated on the application form:

- A list, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Electronic Submission: The Department strongly prefers to receive an SEA's School Improvement Grant application electronically. The SEA should submit it to the following address:
school.improvement.grants@ed.gov

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its School Improvement Grant application to the following address:

Dr. Zollie Stevenson, Jr., Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

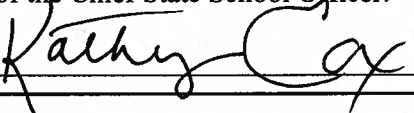
Application Deadline

Applications are due on or before **February 8, 2010**.

For Further Information

If you have any questions, please contact Dr. Zollie Stevenson, Jr. at (202) 260-0826 or by e-mail at Zollie.Stevenson@ed.gov.

SEA Application Cover Sheet
School Improvement Grants

Legal Name of Applicant: Georgia Department of Education	Applicant's Mailing Address: 1854 Twin Towers East 205 Jesse Hill Jr. Drive, SE Atlanta, Georgia 30334
State Contact for the School Improvement Grant Name: Diane Bradford, Ed.D. Position and Office: Deputy Superintendent Office of Education Support and Improvement Contact's Mailing Address: 1854 Twin Towers East 205 Jesse Hill Jr. Drive, SE Atlanta, Georgia 30334 Telephone: 404-651-7277 Fax: 404-657-0546 Email address: dbradfor@doe.k12.ga.us	
Chief State School Officer (Printed Name): Kathy Cox	Telephone: 404-651-7277
Signature of the Chief State School Officer: X 	Date: February 5, 2010
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Part I: SEA Requirements

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

- A. ELIGIBLE SCHOOLS:** An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III schools in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the *Consolidated Appropriations Act, 2010*.

Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA's definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition.

Definition of Lowest Achieving Schools Used to Develop School Tier Lists

For the purpose of this application, the term "persistently lowest-achieving schools" are schools falling into a Tier classification that is described as follows:

Tier I Schools: Any Title I school in improvement, corrective action, or restructuring that:

- (1) Is among the lowest-achieving 5 percent of those schools in the State (or the lowest-achieving five such schools) or
- (2) Is a high school that has a three-year average graduation rate less than 60 percent.

Calculations to identify Tier I schools were based on:

- (1) 2009-10 Title I schools in improvement, corrective action, and restructuring,
- (2) Lack of progress in academic achievement over a two-year period for all students in Reading/English Language Arts and Mathematics combined.

Tier II Schools: Any secondary school that is eligible for, but does not receive, Title I, Part A funds and:

- (1) Is among the lowest-achieving 5 percent of such secondary schools in the State (or the lowest-achieving five such secondary schools) or
- (2) Is a high school that has a three-year average graduation rate less than 60 percent.

Calculations to identify Tier II schools were based on:

- (1) Proficiency combined with lack of progress over time for all students.
- (2) Proficiency based on combined scores for Reading/English Language Arts and Mathematics for all students.

- (3) Lowest-achieving schools chosen from the lowest to highest proficiency rates stopping at 5 percent.

Tier III Schools: Any Title I school in improvement, corrective action, or restructuring that is not a Tier I or a Tier II school.

The Single Percentage Method will be used in calculating academic achievement in terms of proficiency, and the Lowest-Achieving Over Multiple Years method will be used in determining whether a school has demonstrated a lack of progress over a number of years. Weights will also be applied based on school type (elementary, middle, high).

Academic progress is defined as improving proficiency levels on state assessments in the “all students” group by a significant amount (5-10 percent) over prior year levels.

SIG guidance defines secondary school as “a school that provides “secondary education, as determined under State law, except that the term does not include any education beyond grade 12.” While Georgia law doesn’t provide a definition for a secondary school, the operational definition of secondary school has been any school with the combination of grades 9-12.

The SEA did not identify any newly eligible schools as a result of the January 2010 final requirements.

Georgia’s definition for “persistently lowest performing schools” will be located on the following GaDOE web addresses:

<http://public.doe.k12.ga.us/stimulus.aspx>

http://www.gadoe.org/tss_title.aspx

http://www.gadoe.org/tss_school.aspx

<u>LEA NAME, NCES ID #</u>						
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE*

An SEA should attach a table with this information to its School Improvement Grant application. If an SEA is providing the definition it used to develop its list of Tier I, Tier II, and Tier III schools rather than a link to its definition of persistently lowest-achieving schools, it should also attach the definition to its application.

* As noted above, an SEA must identify newly eligible schools on its list only if it chooses to take advantage of this option.

School Improvement Grants Tiers I, II, and III Eligible Schools List

LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate
Atkinson County	1300090	Atkinson County High School	15			x	
Atkinson County	1300090	Pearson Elementary School	13			x	
Atlanta Public Schools	1300120	Crim High School	120	x			
Atlanta Public Schools	1300120	South Atlanta School of Computer Animation and Design	3551			x	
Atlanta Public Schools	1300120	Douglass High School	89	x			
Atlanta Public Schools	1300120	Forrest Hills Academy	2798			x	
Atlanta Public Schools	1300120	Hillside Conant	3660			x	
Atlanta Public Schools	1300120	Therrell School of Health and Science	3572			x	
Atlanta Public Schools	1300120	The B.E.S.T. Academy at Benjamin S. Carson	3558			x	
Atlanta Public Schools	1300120	South Atlanta Law and Social Justice School	3556			x	
Atlanta Public Schools	1300120	School of Technology at Carver	3542			x	
Atlanta Public Schools	1300120	Therrell School of Engineering, Math, and Science	3555			x	
Atlanta Public Schools	1300120	North Atlanta High School	2212			x	
Atlanta Public Schools	1300120	Coretta Scott King Young Women's Leadership Academy	3568			x	
Atlanta Public Schools	1300120	Harper-Archer Middle School	3029			x	
Atlanta Public Schools	1300120	Turner Middle School	123			x	
Baker County	1300180	Baker County K12 School	1867			x	
Baldwin County	1300210	Eagle Ridge Elementary School	3283			x	
Baldwin County	1300210	Baldwin High School	158			x	
Ben Hill County	1300360	Fitzgerald High School	931			x	
Bibb County	1300420	Hartley Elementary	241			x	
Bibb County	1300420	Ingram/Pye Elementary	226			x	
Bibb County	1300420	Macon Behavioral Health	3676			x	
Bibb County	1300420	Southwest High School	1944	x			
Bibb County	1300420	Appling Middle School	212			x	
Bibb County	1300420	Bloomfield Middle School	3289			x	
Bibb County	1300420	Bruce Elementary	3744			x	
Bibb County	1300420	Northeast High School	1943	x			x
Bibb County	1300420	Westside High	1918			x	
Bibb County	1300420	Rutland High School	2610	x			x

School Improvement Grants Tiers I, II, and III Eligible Schools List

LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate
Bibb County	1300420	William S. Hutchings Career Center	2477	x			x
Brooks County	1300540	Brooks County High School	263			x	
Burke County	1300660	Burke County High School	1991	x			x
Burke County	1300660	Burke County Middle School	1990			x	
Butts County	1300690	Jackson High School	301			x	
Calhoun County	1300750	Calhoun County Middle/High School	310			x	
Candler County	1300810	Metter High School	317			x	
Carroll County	1300840	Temple High School	2097		x		
Catoosa County	1300930	West Side Elementary School	349			x	
Chatham County	1301020	Bartlett Middle School	393			x	
Chatham County	1301020	Beach High School	376	x			x
Chattahoochee County	1301050	Chattahoochee County Middle School	2358			x	
Chattooga County	1301080	Summerville Middle School	422			x	
Chattooga County	1301080	Leroy Massey Elementary School	3307			x	
Chattooga County	1301080	Chattooga High School	418			x	
Clarke County	1301170	Clarke Central High School	449			x	
Clarke County	1301170	Burney-Harris-Lyons Middle School	456			x	
Clarke County	1301170	Coile Middle School	1106			x	
Clarke County	1301170	Clarke Middle School	443			x	
Clarke County	1301170	Hilsman Middle School	450			x	
Clarke County	1301170	Barnett Shoals Elementary School	446			x	
Clarke County	1301170	Cedar Shoals High School	453			x	
Clayton County	1301230	Mount Zion High School	2068			x	
Clayton County	1301230	Swint Elementary School	481			x	
Clayton County	1301230	Riverdale High School	477			x	
Clayton County	1301230	Pointe South Middle School	478			x	
Clayton County	1301230	North Clayton High School	467			x	
Clayton County	1301230	Jonesboro Middle School	465			x	
Clayton County	1301230	Mundy's Mill High School	2523			x	
Clayton County	1301230	Jonesboro High School	473			x	
Clayton County	1301230	Lovejoy Middle School	2105			x	
Clayton County	1301230	Sequoyah Middle School	3317			x	
Clayton County	1301230	Mundy's Mill Middle School	463			x	
Clayton County	1301230	Morrow High School	487			x	
Clayton County	1301230	Kendrick Middle School	2057			x	

School Improvement Grants Tiers I, II, and III Eligible Schools List

LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate
Cobb County	1301290	Devereux Center	3679			x	
Cobb County	1301290	Osborne High School	521			x	
Cobb County	1301290	Smitha Middle School	242			x	
Cobb County	1301290	Griffin Middle School	518			x	
Cobb County	1301290	Tapp Middle School	541			x	
Cobb County	1301290	Cooper Middle School	2475			x	
Coffee County	1301350	Coffee Middle School	3321			x	
Coffee County	1301350	Coffee County High School	581			x	
Colquitt County	1301380	Stringfellow Elementary School	589			x	
Colquitt County	1301380	Cox Elementary School	598			x	
Colquitt County	1301380	Gray Middle School	588			x	
Colquitt County	1301380	Colquitt County High School	591			x	
Coweta County	1301500	East Coweta Middle School	2027			x	
Coweta County	1301500	Arnall Middle School	825			x	
Crisp County	1301560	Crisp County High School	769			x	
Crisp County	1301560	Crisp County Middle School	1508			x	
Dade County	1301590	Dade County High School	775		x		
Decatur County	1301710	Bainbridge High School	612			x	
DeKalb County	1301740	DeKalb/Rockdale PsychoEducational Center	2860			x	
DeKalb County	1301740	International Student Center	2709			x	
DeKalb County	1301740	McNair High School	712	x			
DeKalb County	1301740	Southwest DeKalb High School	679		x		
DeKalb County	1301740	Cedar Grove High School	639			x	
DeKalb County	1301740	Towers High School	686			x	
DeKalb County	1301740	Lithonia High School	2537			x	
DeKalb County	1301740	Oakview Elementary	3334			x	
DeKalb County	1301740	Avondale Middle School	2369			x	
DeKalb County	1301740	McNair Middle School	649			x	
DeKalb County	1301740	Columbia High School	666			x	
DeKalb County	1301740	Freedom Middle School	2370			x	
DeKalb County	1301740	Martin Luther King, Jr. High School	2479			x	
DeKalb County	1301740	Lithonia Middle School	2858			x	
DeKalb County	1301740	Stone Mountain High School	644			x	
DeKalb County	1301740	Cross Keys High School	707			x	
DeKalb County	1301740	Avondale High School	655			x	
DeKalb County	1301740	Clarkston High School	708	x			x

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School Improvement Grants Tiers I, II, and III Eligible Schools List

LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate
DeKalb County	1301740	Mary McLeod Bethune Middle School	2482			x	
DeKalb County	1301740	Miller Grove High School	3332			x	
DeKalb County	1301740	Open Campus High School	658		x		x
DeKalb County	1301740	Stone Mountain Middle School	3337			x	
Dooly County	1301800	Dooly County Elementary School	2862			x	
Dooly County	1301800	Dooly County High School	1889	x			x
Dougherty County	1301830	Dougherty Comprehensive High School	832	x			
Dougherty County	1301830	Dougherty Middle School	826			x	
Dougherty County	1301830	Monroe High School	824			x	
Dougherty County	1301830	Radium Springs Middle School	3343			x	
Dougherty County	1301830	Albany High School	819	x			x
Douglas County	1301860	Stewart Middle School	861			x	
Dublin City	1301870	Dublin High School	873			x	
Early County	1301920	Early County High School	884			x	
Elbert County	1302010	Elbert County High School	894			x	
Emanuel County	1302040	Swainsboro Middle School	2034			x	
Emanuel County	1302040	Swainsboro High School	2033			x	
Evans County	1302070	Claxton High School	909			x	
Fulton County	1302280	Creekside High School	2120			x	
Fulton County	1302280	Renaissance Middle School	3563			x	
Fulton County	1302280	Banneker High School	967			x	
Fulton County	1302280	Tri-Cities High School	2124			x	
Fulton County	1302280	McNair Middle School	2035			x	
Gainesville City Schools	1302310	Gainesville Middle School	1047			x	
GlascocK County	1302370	GlascocK County Consolidated School	1055			x	
Glynn County	1302400	Burroughs-Molette Elementary	1067			x	
Glynn County	1302400	Risley Middle School	1066			x	
Gordon County	1302430	Sonoraville East Middle School	2174			x	
Grady County	1302460	Cairo High School	1083		x		
Grady County	1302460	Washington Middle School	1084			x	
Greene County	1302490	Anita White Carson Middle School	2383			x	
Gwinnett County	1302550	Richards Middle School	2004			x	
Gwinnett County	1302550	Berkmar High School	1905			x	
Gwinnett County	1302550	Meadowcreek High School	1980			x	
Hall County	1302610	South Hall Middle School	1169			x	
Haralson County	1302670	Buchanan Elementary School	1180			x	

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School Improvement Grants Tiers I, II, and III Eligible Schools List

LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate
Haralson County	1302670	Haralson County Middle School	1639			x	
Henry County	1302820	Henry County High School	1208		x		
Houston County	1302880	Northside High School	1230			x	
Irwin County	1302910	Irwin County Middle School	1243			x	
Jasper County	1302970	Jasper County Middle School	2397			x	
Jefferson County	1303060	Jefferson County High School	1291			x	
Johnson County	1303120	Johnson County High School	55			x	
Johnson County	1303120	Johnson County Middle School	2400			x	
Lamar County	1303210	Lamar County Elementary School	3425			x	
Lamar County	1303210	Lamar County Middle School	2273			x	
Lamar County	1303210	Lamar County Comprehensive High School	1294			x	
Lanier County	1303240	Lanier County Elementary School	1297			x	
Macon County	1303450	Macon County High School	1322			x	
Macon County	1303450	Macon County Middle School	1329			x	
Marietta City	1303510	Marietta 6th Grade School	2621			x	
Meriwether County	1303630	Manchester High School	1362			x	
Meriwether County	1303630	Greenville High School	1364			x	
Meriwether County	1303630	Greenville Middle School	2336			x	
Murray County	1303840	Murray County High School	1381			x	
Muscogee County	1303870	Fox Elementary	1401			x	
Muscogee County	1303870	Spencer High School	1418	x			x
Muscogee County	1303870	Eddy Middle School	1432			x	
Muscogee County	1303870	Baker Middle School	2420			x	
Muscogee County	1303870	Marshall Middle School	1389			x	
Muscogee County	1303870	Jordan Vocational High School	1430	x			x
Muscogee County	1303870	Kendrick High School	1421			x	
Muscogee County	1303870	Carver High School	1439			x	
Newton County	1303930	Middle Ridge Elementary School	2222			x	
Newton County	1303930	Indian Creek Middle School	2224			x	
Peach County	1304050	Peach County High School	1483		x		
Polk County	1304200	Cedartown Middle School	2594			x	
Polk County	1304200	Cedartown High School	1510			x	
Polk County	1304200	Harpst Academy	3614	x			
Pulaski County	1304220	Pulaski County Elementary School	1513			x	
Pulaski County	1304220	Hawkinsville High School	1514		x		
Richmond County	1304380	Jenkins-White Elementary Charter	2512			x	

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LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate
Richmond County	1304380	Laney High School	1573	x			
Richmond County	1304380	Glenn Hills High School	1536	x			
Richmond County	1304380	Butler High School	1562			x	
Richmond County	1304380	Josey High School	1533	x			x
Richmond County	1304380	Hephzibah High School	1549			x	
Richmond County	1304380	Murphey Middle Charter School	1579			x	
Richmond County	1304380	Cross Creek High School	2339			x	
Richmond County	1304380	Glenn Hills Middle School	1817			x	
Richmond County	1304380	Langford Middle School	1559			x	
Richmond County	1304380	Westside High School	1542			x	
Richmond County	1304380	Academy of Richmond County High School	1528			x	
Screven County	1304500	Screven County High School	1611			x	
Seminole County	1304530	Seminole County Middle/High School	1391			x	
Spalding County	1302520	Cowan Road Middle School	2430			x	
Spalding County	1302520	Griffin High School	1092	x			x
State Schools	1300022	Atlanta Area School for the Deaf	3061	x			
State Schools	1300022	Georgia School for the Deaf	3063	x			
Stewart County	1304590	Stewart County High School	2432	x			x
Sumter County	1304620	Americus Sumter County High South	1			x	
Talbot County	1304650	Central Talbot Elementary/High School	1637	x			x
Taliaferro County	1304680	Taliaferro County School	2514			x	
Taylor County	1304800	Taylor County High School	2440	x			
Telfair County	1304830	Telfair County Elementary	2986			x	
Telfair County	1304830	Telfair County Middle School	2441			x	
Terrell County	1304860	Terrell High School	1658			x	
Terrell County	1304860	Terrell Middle School	3735			x	
Terrell County	1304860	Carver Elementary School	1263			x	
Thomaston-Upson County	1305280	Upson-Lee High School	1724			x	
Thomasville City	1304950	Thomasville High School	1673			x	
Towns County	1305070	Towns County High School	2990		x		
Treutlen County	1305100	Treutlen Middle/High School	1699			x	
Valdosta City	1305310	Newbern Middle School	1076			x	
Valdosta City	1305310	Valdosta High School	1732			x	
Valdosta City	1305310	Southeast Elementary School	1593			x	
Walker County	1305370	LaFayette High School	2286			x	
Walker County	1305370	Ridgeland High School	2093	x			x

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School Improvement Grants Tiers I, II, and III Eligible Schools List

LEA Name	LEA NCES ID #	School Name	School NCES ID #	Tier I	Tier II	Tier III	Grad Rate
Walton County	1305390	Carver Middle School	31			x	
Walton County	1305890	Monroe Area High School	1772			x	
Ware County	1305430	Ware County High School	1777			x	
Warren County	1305460	Warren County High School	1782			x	
Washington County	1305490	T. J. Elder Middle School	2289			x	
Wayne County	1305550	Martha Rawls Smith Elementary School	706			x	
Wilkinson County	1305790	Wilkinson County High School	1841			x	
Worth County	1305850	Worth County High School	1849			x	

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.

Part 1:

The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.

SEA Criteria for Evaluation Process

The SEA will use the following criteria to evaluate the analysis of data requested within the LEA application for a School Improvement Grant (SIG).

- The LEA must complete for each school identified to be served, a School Profile (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile).
- If available, the LEA should provide the "Target Areas for Improvement" of a Georgia Assessment of Performance on School Standards (GAPSS) review completed within the last two years.
- The LEA is to provide a narrative describing the outcomes of analyzing the data collected from the appropriate documentation. The narrative must show a direct correlation to the data analyzed and the rationale for the selection of the specific intervention model selected by the LEA.

Elementary/Middle School Profile Requirements

School profiles will include historical data of each identified elementary/middle school's:

- AYP status.
- AYP targets the school met.
- AYP targets the school missed.
- School improvement status.
- Number of days within the school year.
- Number of minutes within the school day/year.
- Percentage of limited English proficient students who attain English language proficiency.
- Dropout rate.
- Student attendance rate.
- Number of discipline incidents.
- Number of truants.
- Teacher attendance rate.
- Distribution of teachers by performance level as designated on the LEA's Teacher evaluation system.
- Percentage of students (by subgroups) in grades 3 through 8 who met or exceeded the annual measurable objective (AMO) proficiency levels in Reading, English Language Arts (ELA), and Mathematics on the Criterion-Referenced Competency Test (CRCT).
- Average scale scores in Reading, English Language Arts, and Mathematics for students (by subgroups) in grades 3 through 8 taking the CRCT.

High School Profile Requirements

School profiles for each identified high school, will be all of those elements included for the elementary/middle school data listed above, with the exception of the CRCT assessment data, and will also include:

- Graduation rates.
- College enrollment rates.
- Number of teachers on staff.
- Number of teachers evaluated.
- Percentage of students completing advanced coursework, early-college high schools, or dual enrollment classes.
- Distribution of teachers by performance level as designated on the LEA's teacher evaluation system.
- Percentage of students (by subgroups) in grade 11 who met or exceeded the AMO proficiency levels in ELA and Mathematics on the Georgia High School Graduation Test (GHS GT).
- Percentage of students passing the Mathematics I and II, ELA: Ninth Grade Literature and Composition, and American Literature and Composition End of Course Tests (EOCTs).
- Average scale scores on the Mathematics and ELA assessments listed above.

GAPSS Criteria for Evaluation Process (if utilized)

The GAPSS is a formalized process to assess a school's implementation of Georgia School Standards. Georgia School Standards define the eight strands for effective schools – curriculum, assessment, instruction, planning and organization, student, parent and community involvement, professional learning, leadership, and school culture. Rubrics to assess the school's level of implementation are included for each standard to help each school identify its current performance in relation to the standard, identifying strengths, and determining areas for growth. For the purpose of this grant, the LEAs must indicate what entity conducted the GAPSS and provide for SEA review, at least, the "Target Areas for Improvement" section, which identifies priority areas that should guide the school reform process and intervention model selected.

Process for SEA Data Review

SEA School Improvement Leaders will review the LEA needs assessment documentation and narrative and determine if the LEA application meets the required criteria. The assessment must include a variety of data collected and analyzed, but as a minimum requirement the LEA must have completed a School Profile for each school it plans to serve. If process, demographic, and/or perception data are referenced in the narrative, summary reports must be attached to the application. Reviewers of the LEA application will evaluate:

- Data collected.
- Who analyzed the data.
- Whether a collaborative effort is evidenced in the analysis.
- Whether the analysis is an ongoing process and supports the intervention model selected.
- Whether the data supports professional learning efforts.
- Use of common assessments.
- Whether the analysis supports the chosen intervention model for the school to be served.

An LEA application rubric (Attachment 6: Rubric) and checklist (Attachment 5: Checklist) will be used in this review process. In the event any concept assessed by the Application Rubric is rated "Not Evident" or "Needs

Revision”, the LEA application will be returned for revision. If the LEA chooses not to submit an amended application or requested revisions, then the LEA may reapply for the SIG Grant in the next funding cycle. LEAs will have two weeks from the date of the notice for revision in which to submit a revision.

- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.

The SEA will determine if the LEA has demonstrated it has the capacity to use SIG funds to provide adequate resources and related support in order to implement fully and effectively the selected intervention model by evaluating the LEA’s assessment of:

- Current staff knowledge of specific subject matter content and effective instructional strategies.
- Appropriate classroom facilities.
- Technology resources.
- Additional funding sources.
- Leadership staff knowledge of working collaboratively and leading a faculty through an effective change model.
- Its ability to recruit new principals to implement turnaround or transformation models.
- The availability of Charter Management Organizations (CMO) or Education Management Organizations (EMO) to the LEA.
- The commitment of its school board to eliminate barriers with respect to the implementation of intervention models.
- Community and organizational support and partnerships.

The SEA will make available tools such as a Capacity Factor Chart, a Restructuring Team Checklist, and a chart for Selecting Turnaround Leaders to assist the LEA in evaluating capacity. These tools are attached to the LEA application. (Attachment 7a: Capacity Factor Chart, Attachment 7b: Restructuring Team Checklist, Attachment 7c: Selecting Turnaround Leaders)

- (3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA’s application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

The Georgia Department of Education will provide technical assistance to LEAs prior to the submission of budgets in order to ensure that SIG funds will be used for the intended purpose and that submitted budgets will be of sufficient size and scope to implement the selected intervention model with fidelity.

Process for Budget Review

The SEA will review LEA Application budgets for the following elements:

- Allowable expenditures necessary to conduct the activities and provide strategies required for the appropriate intervention model. Such expenditures will include:
 - Personnel.
 - Instructional improvement initiatives.

- Technology (hardware/software).
- Job-embedded professional learning and development.
- Appropriate books.
- Extended learning programs.
- Hiring external consultants.
- Any other allowable expenditures as defined by the chosen intervention model.
- LEA budget for expenditures covering a three-year comprehensive period, renewable annually based on the individual school's performance.
- Evidence that expenditures are sufficient for the number of schools served.
- LEA budget does not exceed the maximum funding allowed per school.

Upon notification of the approval of an LEA application and budget by the SEA, a list of potential LEAs will be forwarded to the Georgia State Board of Education for final approval. Once the LEAs have been state board approved, each LEA will submit its budget electronically through a Consolidated Application for final review and approval by the SEA School Improvement Fiscal Analysts. This electronic format provides for a complete description of each anticipated expenditure by function and object codes, as well as required assurances and will be electronically approved by the LEA Superintendent. An additional internal control for the SEA is that at the end of the fiscal year, LEAs will be required to submit a completion report and the report will be compared with the approved budget. The School Improvement Specialists and Fiscal Analysts will also be monitoring the expenditures of funds at the LEA level throughout the year and will be reviewing purchase orders, personnel records, time and attendance logs, and budget analysis reports. The GaDOE follows the fiscal year, July 1 through September 30 for the initial funding period of federal funds; and, in addition, follows the Tydings Amendment to allow grantees an additional 12 months for fund use. The SEA is applying, through this application, for a state waiver to allow for an extension of the availability period for the use of SIG funds to be extended through September 30, 2013.

Part 2

The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, an SEA must describe how it will assess the LEA's commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.

Process the SEA will use for Determining Qualification of Schools Requested to be Served in the LEA Application

- Tier I: The SEA will compare the schools to be served in the LEA Application with the schools eligible for Tier I as determined by the SEA.
- Tier II: The SEA will compare the schools to be served in the LEA Application with the schools eligible for Tier II as determined by the SEA.
- Tier III: The SEA will compare the schools to be served in the LEA Application with the school eligible for Tier III as determined by the SEA.

SEA Process for Reviewing LEAs Implementation of Intervention Model

The SEA has developed a checklist and rubric to evaluate the LEA application.
(Attachment 5: Checklist and Attachment 6: Rubric)

Step 1: LEAs will apply to serve schools designated as Tier I, Tier II, or Tier III on the SEA

rank order list. The LEA will provide documentation of the process used to determine the schools they plan to serve.

Step 2: For schools designated within the LEA application as Tiers I and II, the LEA must choose one of the four designated intervention models defined in this application (Appendix A). School Improvement Specialists will review the strategies and timelines for the chosen intervention to be implemented by each Tier I and Tier II school.

Step 3: For each Tier III school, the SEA will review the services the LEA will deliver to the school and the activities that the school will implement. Strategies must be scientifically research-based and designed to address the specific needs of the school. A Tier III school does not have to implement one of the four designated intervention models, but the LEA will have to demonstrate capacity to serve the school and be prepared to implement thoughtful interventions and support in the school.

Step 4: The SEA will assess the alignment between the LEA's intervention plan and its budget and cross check with specific needs determined for each school.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

SEA Assessment of the LEA Process for Selecting Charter School Operator, Charter Management Organization (CMO), or Education Management Organization (EMO)

Georgia supports charter school creation as a critical component in the State's efforts to maximize access to a wide variety of high-quality educational options for all students regardless of disability, race, or socioeconomic status, including those students who have struggled in a traditional public school setting. The State proactively encourages charter school development with 121 currently approved charter schools and has no charter school cap. Schools may receive a charter through the LEA, State, or State Charter Commission. In order to ensure the quality of an external provider chosen by the LEA, the SEA will review the LEA process for:

- Developing a written policy and procedure for selecting external providers and utilizing the process.
- Demonstrating that it has used a rigorous selection process to choose contract school providers, which will include:
 - A Public Notice of Intent process.
 - An assessment of the applicant provider's knowledge of, skill with, and success rate related to the intervention model selected.
 - A thorough review of each applicant's administrative, organizational structure, legal, and financial perspectives.
 - Documentation that references have been contacted to verify prior successful implementation of the selected intervention model.
- Including stakeholders such as parents and community groups throughout the entire process.
- Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function.
- Demonstrating flexibility in removing barriers for the contract schools.
- Clarifying the roles for the school provider and LEA that will be a part of the contract.
- Ensuring that the LEA's central office staff will support successful implementation of the contract.
- Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment.
- Establishing clear goals and closely monitoring school performance.

- Establishing a clear timeframe for measuring gains in student achievement.
- Defining a process for cancelling the contract and restructuring when a contract provider is not successful.

(3) Align other resources with the interventions.

The SEA will review the LEA process for:

- Developing a plan complete with strategies that focus on the individual school's student achievement needs.
- Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school.
- Providing job-embedded professional learning for teachers.
- Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies.

(4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

The SEA will review the LEA process for:

- Reviewing local board policies which would restrict a school's ability to implement requirements of the intervention models for Tier I and Tier II schools.
- Ensuring that the LEA's central office staff will support successful implementation of the interventions and school improvement strategies.
- Demonstrating flexibility in removing barriers that will interfere with the intervention models selected.

(5) Sustain the reforms after the funding period ends.

The SEA will review the LEA process for:

- Developing a plan with a timeline for continued implementation of the intervention strategies.
- Measuring progress and adjusting strategies that have not proven to be effective.
- Aligning funds to continue supporting successful intervention efforts and progress.
- Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement.

C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school. The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

The Georgia Department of Education will utilize a rubric (Attachment 6: Rubric) to determine if an LEA lacks capacity to implement a school intervention model in each Tier I school. The following guidelines will be used to determine an LEA's lack of capacity.

Criteria to Evaluate LEA's Lack of Capacity to Serve All Schools

1. Is there evidence of past failures of the LEA to support school improvement initiatives?
2. Is there evidence that the LEA has diligently worked to implement, support and monitor such initiatives as standards-based classrooms, data rooms, and appropriate assessment practices?
3. Is there a School Improvement Specialist working in the LEA?
4. If yes, has the LEA demonstrated support of the School Improvement Specialist's efforts?
5. Is there a person at the LEA level that has been hired to work specifically with school improvement efforts?
6. Is there evidence that the LEA has required specific school improvement initiatives of all schools? (Examples include, but are not limited to, implementation of the Georgia School Standards, GAPSS reviews in many or all schools, analysis of high impact practices shown in the Georgia's Implementation Resource Guide, functional leadership teams in all schools, and LEA representation on all leadership teams).

Steps the SEA Will Take if it Determines an LEA has More Capacity Than it Demonstrates in its SIG Application

1. The SEA will notify the LEA of the SEA's decision and require the LEA to submit an amended application or provide additional evidence to support the lack of capacity claim within two weeks of such notice.
2. If the LEA chooses not to submit an amended application or requested revisions, then the LEA may reapply for the SIG Grant in the next funding cycle.
3. LEAs will have a two-week time period in which to submit an amended application.

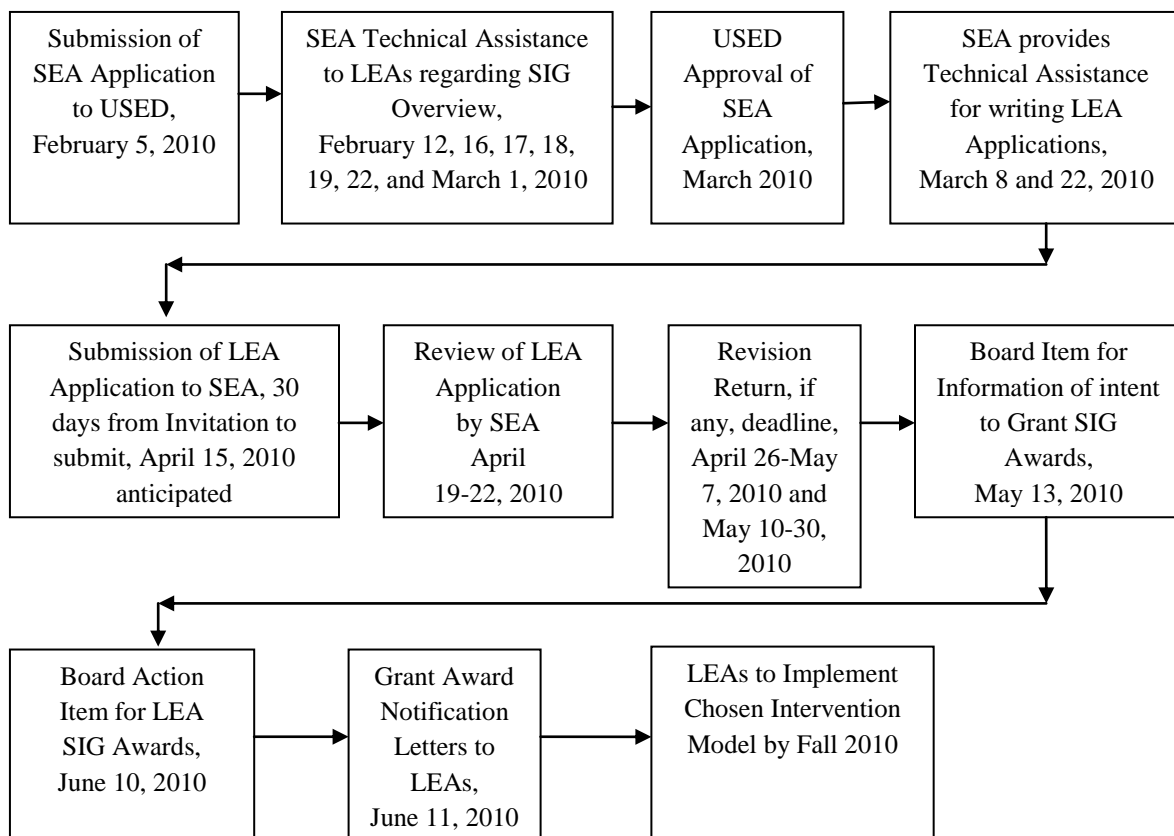
D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

(1) Describe the SEA's process and timeline for approving LEA applications.

SEA Grant Award Process

According to the School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), Title I School Improvement Grant Funds must be allocated to local educational agencies for schools identified for needs improvement, corrective action, or restructuring. For the purpose of the SIG, the schools to be served will be identified as Tier I, Tier II, or Tier III, as defined by this application. The SEA will give priority to LEAs that apply to serve Tier I and Tier II schools. The SEA will not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve fully, throughout the period of availability, all Tier I and Tier II schools across the state that its LEAs commit to serve and that the SEA determines its LEAs have the capacity to serve. The LEA application will be reviewed and funding will be based on schools with greatest needs and a school's ability to demonstrate the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students. The annual grant award process consists of identifying Tier I, Tier II, and Tier III schools for the grants, reviewing LEA applications for funding, determining the award amount, submitting the proposed grants to the State Board of Education (SBOE) for approval, and notifying grantees of awards following SBOE approval.

Timeline of the Grant Award Process



- (2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

SEA Process for Reviewing LEA Annual Goals

The SEA will review the LEA applications and determine if the Tier I and Tier II schools' identified annual goals for student achievement reflect current achievement data and show a reduction in the percentage of students that are non-proficient on Reading, English Language Arts, and Mathematics assessments by a significant amount (between 5-10 percent) over the prior year while moving closer to meeting the State's AMOs.

School Improvement Specialists and State Directors will continue to review the Tier I and Tier II schools' identified annual goals for student achievement to determine if progress towards those goals is sufficient. In the event that progress is not sufficient, LEAs will have the opportunity to identify areas in which they need support from the SEA and amend their application to reflect changes that will assist the LEA in being more successful. Consultation between the LEA and SEA will result in agreed upon changes that should be reflected in the school improvement plan established to aid progression toward annual goals. Such consultation will take place after the first determination of the schools disaggregated test data is available for review. (Approximate date: June of each year)

If an LEA does not identify areas in which it needs SEA support and/or after consultation with the SEA, it does not amend its application to reflect changes needed to bring about significant improvement toward meeting its annual goals, then the recommendation to the State Board of Education by the SEA will be to non-renew the LEA grant for subsequent years.

- (3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals.

SEA Process for Reviewing LEA Annual Goals

The SEA will review the LEA applications and determine if the Tier III schools' identified annual goals for student achievement reflect current achievement data and show a reduction in the percentage of students that are non-proficient on Reading, ELA, and Mathematics assessments by a significant amount (between 5-10 percent) over the prior year while moving closer to meeting the State's AMOs.

School Improvement Specialists and State Directors will continue to review the Tier III schools' identified annual goals for student achievement to determine if progress towards those goals is sufficient. In the event that progress is not sufficient LEAs, will have the opportunity to identify areas in which they need support from the SEA and amend their application to reflect changes that will assist the LEA in being more successful. Consultation between the LEA and SEA will result in agreed upon changes that should be reflected in the school improvement plan established to aid progression toward annual goals. Such consultation will take place after the first determination of the schools disaggregated test data is available for review. (Approximate date: June of each year)

If an LEA does not identify areas in which it needs SEA support and/or after consultation with the SEA, it does not amend its application to reflect changes needed to bring about significant improvement toward meeting its annual goals, then the recommendation to the State Board of Education by the SEA will be to non-renew the LEA grant for subsequent years.

- (4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

Title I School Improvement grant budgets and program intervention implementation will be monitored by School Improvement Program Specialists and Fiscal Analysts during regularly scheduled compliance reviews. School Improvement Program Specialists and State Directors assigned to schools will work with the schools to ensure that the schools remain on schedule in implementing the intervention plan models with fidelity. Each school will be asked to provide Short-Term Action Plans (STAPs) for review. The STAPs will be utilized as a part of the monitoring process. The STAP is a 40-65 day action plan the LEA will use to describe the actions being taken to track intervention implementation progress and allows for changes to be made to ensure success.

While cross-functional monitoring will be done on an *annual basis*, School Improvement Program Specialists and State Directors assigned to the schools will monitor intervention model implementation using the described STAPs. The STAPs will be utilized to monitor the school program on a *quarterly basis*. The plans will be reviewed and changes made if the actions for the quarter aren't bringing about the expected progress.

The scheduled compliance reviews will be through the Title I Cross-Functional Monitoring Teams onsite visits conducted through the Title I Programs Division when possible. LEAs not scheduled for a Title Programs Cross-Functional Monitoring onsite visit will be monitored by the Title I School Improvement Program Specialist and Fiscal Analysts only. The onsite monitoring process will be as follows:

Selection of LEAs to be Monitored

LEAs receiving grant monies through the School Improvement Grants section 1003(g) of the Elementary and Secondary Education Act (ESEA) will be monitored on a yearly cycle. In addition, onsite monitoring outside of the scheduled cycle will be conducted as needed if an LEA demonstrates serious or chronic compliance problems. The School Improvement Program Specialists and Fiscal Analysts must follow the Division protocol when conducting an onsite monitoring of an LEA. A copy of all monitoring documentation will be maintained with the SEA.

Onsite Title Programs Cross-Functional Monitoring Team

Each onsite Title Programs Cross-Functional Monitoring Team consists of two to five members. The specific make-up of particular teams is determined by the programs being implemented in an LEA. Each Cross-Functional Monitoring Team consists of two core members and other team members as determined by need. A Title I School Improvement Specialist and a Fiscal Analyst will be two of the team members of the Cross-Functional Monitoring Team when an LEA that has received a 1003(g) School Improvement Grant is scheduled to receive a Cross-Functional Monitoring Team onsite visit.

Preparation Prior to Onsite Visit

Training and technical assistance is provided for LEA personnel prior to an onsite visit. The training is scheduled during the summer or fall prior to the onsite monitoring visit. Training includes an explanation of how the Monitoring Instrument will be applied during the onsite visit.

The Cross-Functional Monitoring Team Chairperson and the LEA Title I Coordinator (in collaboration with other key personnel, e.g., Title VI, Part B; Migrant Education Program; Neglected and Delinquent; Teacher Quality; Homeless Children and Youth, Title IV, and School Improvement Program Personnel) arrange a date for the onsite monitoring visit.

The Cross-Functional Monitoring Team Chairperson provides written notification of the visit to the LEA superintendent with a copy to appropriate program coordinators. The notification includes the purpose, date and time of the visit, and a copy of the Monitoring Instrument.

The LEA prepares documentation for each of the components on the monitoring checklist prior to the visit. The LEA may solicit technical assistance from the Title I School Improvement Program Specialist regarding appropriate documentation for monitoring prior to the visit.

Onsite Monitoring Visit

The onsite visit typically lasts for one to two days. During the visit, the team reviews documentation and interviews the LEA staff and other stakeholders. After the onsite visit is completed, the team members follow up with additional contact if necessary.

The Team Chairperson is responsible for ensuring that each LEA is asked to report any fraudulent activities occurring in the program and whether or not the LEA has been asked to participate in any fraudulent activities for the program.

Monitoring Feedback and Follow up

Monitoring Report: After the onsite monitoring visit, the Cross-Functional Monitoring Team Chairperson discusses item ratings with team members and develops the final report after the team reaches consensus. The SEA provides this comprehensive monitoring report to the LEA within 30 business days of the onsite visit. The report is sent to the LEA Superintendent and the Title I Coordinator.

The report contains recommendations, findings, and required actions that together provide an analysis of the implementation of:

- Title I, Part A (Regular).
- Title I, Part A (ARRA).
- Title I, School Improvement 1003(a) (Regular).
- Title I, School Improvement 1003(a) (ARRA).
- Title I, School Improvement 1003(g) (Regular).
- Title I, School Improvement 1003(g) (ARRA).
- Title I, Part C (Migrant).
- Title I, Part D (Neglected and Delinquent).
- Title X (McKinney-Vento).
- Education for Homeless Children and Youth.
- Title VI, Part B (Rural Education Achievement Program).
- Title II, Part A (Teacher Quality).

- The Cross-Functional Monitoring Team Chairperson discusses item ratings with team members and develops the final report after the team reaches consensus.
- 1. LEA Response: Upon receipt of the final report from the SEA, the LEA has 30 business days to respond to any required actions. When the monitoring team determines that the response indicates that the LEA has taken steps to ensure full compliance in the identified areas, the Cross-Functional Monitoring Team Chairperson ensures that notice is sent to the LEA approving the proposed corrective actions.

LEA Corrective Action: The appropriate Education Program Specialist monitors the implementation of the timeline of the LEA corrective actions and recommends appropriate alternatives if strategies are not implemented in a timely manner. Any LEA failing to correct deficiencies outlined in the LEA written corrective action timeline are subject to a delay of funds until corrections are made.

Report Analysis: The SEA maintains a database of all site visit reports by monitoring cycle. Summary analyses of the findings, recommendations, and commendations from the reports provide a more complete picture of implementation, and inform efforts to provide leadership activities and technical assistance to the LEA.

- (5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

The SEA will review each LEA application to ensure the application is complete. The SEA will give priority consideration to schools based on the quality of the application as measured by the Rubric (Attachment 6) and Checklist. (Attachment 5). The SEA will follow the rank order determined by the identification of the Tier I, Tier II and Tier III schools based on proficiency level, lack of progress, and graduation rate. Tier III schools will only be served if the SEA has already awarded funds for all Tier I and Tier II schools across the state that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve. Priority will be based on greatest need, as determined by Tier classification; and, the strongest commitment to utilize the funds for supporting implementation of the designated intervention model, as determined by capacity, needs analysis, and support to remove barriers for success.

- (6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools. The SEA will use the following criteria to prioritize among Tier III schools:

- Level of NI consequence.
- Progress demonstrated toward State's AMOs.
- LEA support.
- Willingness to commit funding and resources.
- Capacity to support identified needs.
- Number of personnel and their qualifications.
- Clearly defined plan with specific targets.
- Identification of needed changes.
- Evaluation of strategies.
- Alignment of budget to plan.

- (7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

The SEA will not take over any school in Georgia.

The *Official Code of Georgia Annotated, (OCGA) Section 20-2-50*) states,

“Each county of this state, exclusive of any independent school system in existence in a county, shall compose one school district and shall be confined to the control and management of a county board of education, except to the extent that area school systems are created pursuant to Article VIII, Section V, Paragraph I of the Constitution of Georgia.”

The *Georgia State Constitution, Article VIII, Section 5, Paragraph II*, states,

“Each school system shall be under the management and control of a board of education, the members of which shall be elected as provided by law.”

While the authority over Georgia schools is designated to the local boards of education, the State Board of Education is given oversight authority in *OCGA 20-2-240 (a)*, which states,

“...The State Board of Education shall establish and enforce standards for operation of all public elementary and secondary schools and local units of administration in this state so as to assure, to the greatest extent possible, equal and quality education programs, curricula, offerings, opportunities, and facilities for all of Georgia’s children and youth and for economy and efficiency in administration and operation of public schools and local school systems throughout the state. The state board shall have the power to perform all duties and to exercise all responsibilities vested in it by provisions of law for the improvement of public elementary and secondary education in this state, including actions designed to improve teacher and school effectiveness through research and demonstration projects. ...All rules, regulations, policies, and standards adopted or prescribed by the state board in carrying out this article and other school laws shall, if not in conflict therewith, have the full force and effect of law.”

- (8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA’s approval to have the SEA provide the services directly.¹

The SEA will offer services to Tier I and Tier II schools. The services that will be available for LEAs include the listing shown in Attachment 8. If the LEA agrees for the SEA to provide services directly to any schools, those schools will be identified in an amendment to this application and the LEA signed approval will be provided.

A Memorandum of Agreement (MOA) will be established between the LEA and the SEA complete with measurable deliverables.

The SEA will use the following process for providing services directly to LEAs:

- School(s) the SEA will serve will be identified.

¹ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

- SEA will seek LEA approval to provide services.
- SEA will develop a list of identified schools and attach as amendment to the SEA application.
- SEA is poised to deliver services in both the Turnaround and Transformation Models based on needs assessment.
- SEA will perform face-to-face negotiation of services with the LEA that chooses either the Turnaround or Transformation Model.
- An MOA defining services and timelines to be delivered will serve as a signed agreement between the LEA and the SEA.

E. ASSURANCES: The SEA must provide the assurances set forth below.

By submitting this application, the SEA assures that it will do the following:

- ☒ Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- ☒ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- ☒ Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- ☒ Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- ☒ Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- ☒ Monitor each LEA's implementation of the interventions supported with school improvement funds.
- ☒ To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- ☒ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- ☒ Report the specific school-level data required in section III of the final requirements.

F. SEA RESERVATION: An SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with the State-level funds it has received from its School Improvement Grant.

The SEA will reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

Activities Funded with Administrative Reservation

- The SEA will provide technical assistance training to LEAs, either by webinars or face-to-face sessions, which will include topics such as:
 - Understanding the School Improvement Grant requirements.
 - School Tier identification.
 - The four required intervention models to be implemented.
 - Selecting external providers.
 - Analyzing school needs.
 - Understanding and completing the LEA application.
- School Improvement Specialists and School Improvement Fiscal Analysts will be employed to:
 - Approve budgets.
 - provide ongoing technical assistance to LEAs
 - Evaluate annual goals established by LEAs related to student achievement progress.
 - Monitor the School Improvement Grant program.
- Professional learning opportunities for SEA School Improvement staff will include:
 - Workshops and training for SIG staff in latest grant-related improvement strategies.
 - Travel expenses for guidance and SIG updates.
 - Travel expenses for SIG employees providing technical assistance.

G. CONSULTATION WITH STAKEHOLDERS: An SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

- ☒ The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

- ☐ The SEA has consulted with other relevant stakeholders, including_____.

H. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.

The Georgia Department of Education requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- ☒ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- ☒ Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- ☒ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

School Improvement Grant 1003(g)
Part II: LEA Application 2010

LEA Name:	LEA Mailing Address:
LEA Contact for the School Improvement Grant Name: Position and Office: Contact's Mailing Address: Telephone: Fax: Email Address:	
Superintendent (Printed Name):	Telephone:
Signature of Superintendent: X_____	Date:
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

School Improvement Grant 1003(g) LEA Application 2010

LEA Name: _____

Section A. SCHOOLS TO BE SERVED: The LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. Using the attached list of eligible schools, identify each Tier I, Tier II, and Tier III school the LEA commits to serve and select one of the four intervention models (turnaround model, restart model, school closure model, transformation model) that the LEA will use in each Tier I and Tier II school.

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of the schools.

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Models (Tier I and Tier II Only)			
					Turnaround	Restart	Closure	Transformation

School Improvement Grant 1003(g) LEA Application 2010

LEA Name: _____

School Name: _____

**Sections B and C must be completed for each Tier I and Tier II school applying for this grant.
Section B, number 6 and Section C must be completed for each Tier III school applying for this grant.**

Section B. DESCRIPTIVE INFORMATION: The LEA must include the following information to complete the School Improvement Grant application.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must analyze the needs of each school and select an intervention model for each school.
 - a) Complete the School Profile (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile).
 - b) If available, attach the “Target Areas for Improvement” section from the Georgia Assessment of Performance on School Standards (GAPSS) reviews completed within the last two years.

- c) Provide a narrative describing the outcomes of analyzing the data (school needs).

(Respond Here)

- d) Provide rationale for the intervention model selected.

(Respond Here)

- e) For each Tier I and Tier II school that the LEA commits to serve, the LEA must describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school in order to implement, fully and effectively, the required strategies of the school intervention model it has selected.

(Respond Here)

School Improvement Grant 1003(g)
LEA Application 2010

2. If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

The following guiding questions can be used to respond:

- a) Is there evidence of past failures of the LEA to support school improvement initiatives?
- b) Is there evidence that the LEA has diligently worked to implement, support and monitor such initiatives as standards-based classrooms, data rooms, and appropriate assessment practices?
- c) Is there a School Improvement Specialist working in the LEA?
- d) Has the LEA demonstrated support of the School Improvement Specialist's efforts?
- e) Is there a person at the LEA level that has been hired to work specifically with school improvement efforts?
- f) Is there evidence that the LEA has required specific school improvement initiatives for all schools? Examples include, but are not limited to: implementation of the Georgia School Standards, GAPSS reviews in many or all schools, analysis of high-impact practices shown in the Georgia's Implementation Resource Guide, functional leadership teams in all schools, and a LEA representative on all leadership teams.

(Respond Here)

School Improvement Grant 1003(g)
LEA Application 2010

- | |
|---|
| <p>3. Complete the appropriate portion of Attachment 2 (2a: Turnaround Model, 2b: School Closure Model, 2c: Restart Model, 2d: Transformation Model) that corresponds to the model selected for each Tier I and Tier II school. Attachment 2 addresses the LEA's actions it has taken, or will take, to:</p> <ul style="list-style-type: none">a. Design and implement the interventions consistent with the final requirements of the model selected for each school.b. Recruit, screen, and select external providers, if applicable, to ensure their quality.c. Align other resources with the interventions.d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.e. Sustain the reforms after the funding period ends. |
| <p>4. Complete the appropriate portion of Attachment 2 that delineates the timeline to implement the selected intervention model in each Tier I and Tier II school.</p> |
| <p>5. Complete the appropriate portion of Attachment 2 that pertains to annual goals. The annual goals will be used to monitor the Tier I and Tier II schools that receive school improvement funds. The LEA must report each school's annual goals for student achievement on the State's assessment in Reading/English Language Arts and Mathematics, as well as graduation rate for high schools. This does not apply to the school closure model.</p> |
| <p>6/7. Complete Attachment 3 for each Tier III school the LEA commits to serve. The LEA must describe the services the school will receive and/or the activities the school will implement as well as the annual goals that the LEA will use to monitor progress.</p> |
| <p>8. The LEA must describe and provide evidence of how it has consulted with relevant stakeholders (e.g., parents, community representatives, business and industry leaders, school staff, school council members, students, higher education leaders, etc.) regarding the LEA's application and plans for implementation of school improvement models in its Tier I and Tier II schools.</p> |

(Respond Here)

School Improvement Grant 1003(g)

LEA Application 2010

Section C. BUDGET: An LEA must complete a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

1. The LEA must provide a budget (Attachment 4: Budget Detail) that indicates the amount of school improvement funds the LEA will use each year to:
 - a. Implement the selected model in each Tier I and Tier II school it commits to serve.
 - b. Conduct LEA-level strategies designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools.
 - c. Support school improvement strategies, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000. The funding range for each school is between \$50,000 and \$2,000,000 annually. The actual award for each school may vary. The LEA should submit a comprehensive, three-year budget that provides an explanation of expenditures for each year. Budget renewal for years 2 and 3 will be based upon annual approval.

Section D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will:

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in Tier I and Tier II school that the LEA commits to serve consistent with final requirements.
- (2) Establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
- (3) If the LEA implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
- (4) Report to the SEA the school-level data required under section III of the final requirements.

School Improvement Grant 1003(g) LEA Application 2010

Section E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1a Elementary School Profile

LEA Name: _____

School Name: _____

Grades: _____

School Enrollment Total: _____

**NOTES: EDFacts data that is housed at the Georgia Department of Education will be provided in noted areas.
Enter "NA" for any fields for which you do not have data.**

School Data							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	EDFacts	EDFacts	EDFacts				
AYP targets the school met	EDFacts	EDFacts	EDFacts				
AYP targets the school missed	EDFacts	EDFacts	EDFacts				
School improvement status	EDFacts	EDFacts	EDFacts				
Number of days within the school year							
Number of minutes within the school day							
Number of minutes within the school year							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Student Outcome/Academic Progress Data							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency	EDFacts	EDFacts	EDFacts				
Percentage dropout rate	EDFacts	EDFacts	EDFacts				
Percentage student attendance rate	EDFacts	EDFacts	EDFacts				
Number of discipline incidents coded as 900 as reported to state	EDFacts	EDFacts	EDFacts				
Number of truants	EDFacts	EDFacts	EDFacts				
Percentage teacher attendance rate							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff							
Number of certified staff evaluated							
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory							
Percentage rated Unsatisfactory							
Percentage non-renewed							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 3 CRCT Reading Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 3 CRCT Reading Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 3 CRCT Reading Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 3 CRCT English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 3 CRCT English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 3 CRCT English Language Arts Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 3 CRCT Mathematics Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

***State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 3 CRCT Mathematics
Student Participation Rate

Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 3 CRCT Mathematics

Average Scale Score

	2006-2007				2007-2008***				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
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White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

***State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 4 CRCT Reading Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 4 CRCT Reading Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 4 CRCT Reading Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 4 CRCT English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 4 CRCT English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 4 CRCT English Language Arts Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 4 CRCT Mathematics Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

***State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 4 CRCT Mathematics
Student Participation Rate

Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 4 CRCT Mathematics

Average Scale Score

	2006-2007				2007-2008***				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

***State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 5 CRCT Reading Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 5 CRCT Reading Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 5 CRCT Reading Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 5 CRCT English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 5 CRCT English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 5 CRCT English Language Arts Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 5 CRCT Mathematics Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

***State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 5 CRCT Mathematics
Student Participation Rate

Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1a
Elementary School Profile

Grade 5 CRCT Mathematics

Average Scale Score

	2006-2007				2007-2008***				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

***State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

LEA Name: _____

School Name: _____

Grades: _____

School Enrollment Total: _____

NOTES: EDFacts data that is housed at the Georgia Department of Education will be provided in noted areas.
Enter "NA" for any fields for which you do not have data.

SCHOOL DATA

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	EDFacts	EDFacts	EDFacts				
AYP targets the school met	EDFacts	EDFacts	EDFacts				
AYP targets the school missed	EDFacts	EDFacts	EDFacts				
School improvement status	EDFacts	EDFacts	EDFacts				
Number of days within the school year							
Number of minutes within the school day							
Number of minutes within the school year							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency	EDFacts	EDFacts	EDFacts				
Percentage dropout rate	EDFacts	EDFacts	EDFacts				
Percentage student attendance rate	EDFacts	EDFacts	EDFacts				
Number of discipline incidents coded as 900 as reported to state	EDFacts	EDFacts	EDFacts				
Number of truants	EDFacts	EDFacts	EDFacts				
Percentage teacher attendance rate							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff							
Number of certified staff evaluated							
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory							
Percentage rated Unsatisfactory							
Percentage non-renewed							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 6 CRCT Reading Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 6 CRCT Reading Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 6 CRCT Reading Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 6 CRCT English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 6 CRCT English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 6 CRCT English Language Arts Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 6 CRCT Mathematics Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 6 CRCT Mathematics
Student Participation Rate

Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 6 CRCT Mathematics

Average Scale Score

	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 7 CRCT Reading Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 7 CRCT Reading Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 7 CRCT Reading Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 7 CRCT English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 7 CRCT English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 7 CRCT English Language Arts Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 7 CRCT Mathematics Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 7 CRCT Mathematics
Student Participation Rate

Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 7 CRCT Mathematics

Average Scale Score

	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 8 CRCT Reading Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 8 CRCT Reading Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 8 CRCT Reading Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 8 CRCT English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 8 CRCT English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 8 CRCT English Language Arts Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 8 CRCT Mathematics Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

***State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 8 CRCT Mathematics
Student Participation Rate

Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1b
Middle School Profile

Grade 8 CRCT Mathematics

Average Scale Score

	2006-2007				2007-2008***				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

***State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

LEA Name: _____

School Name: _____

Grades: _____

School Enrollment Total: _____

NOTES: EDFacts data that is housed at the Georgia Department of Education will be provided in noted areas.
Enter "NA" for any fields for which you do not have data.

SCHOOL DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP status	EDFacts	EDFacts	EDFacts				
AYP targets the school met	EDFacts	EDFacts	EDFacts				
AYP targets the school missed	EDFacts	EDFacts	EDFacts				
School improvement status	EDFacts	EDFacts	EDFacts				
Number of days within the school year							
Number of minutes within the school day							
Number of minutes within the school year							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of limited English proficient students who attain English language proficiency	EDFacts	EDFacts	EDFacts				
Graduation rate (percentage)	EDFacts	EDFacts	EDFacts				
Dropout rate (percentage)	EDFacts	EDFacts	EDFacts				
Student attendance rate (percentage)	EDFacts	EDFacts	EDFacts				
Number of students completing advanced coursework (AP)							
Percentage of students completing advanced coursework (AP)							
Number of students completing advanced coursework (IB)							
Percentage of students completing advanced coursework (IB)							
Number of students completing advanced coursework (early-college high schools)							
Percentage of students completing advanced coursework (early-college high schools)							

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Georgia Department of Education
Kathy Cox, State Superintendent of Schools
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LEA Application 2010

Attachment 1c
High School Profile

STUDENT OUTCOME/ACADEMIC PROGRESS DATA							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of students completing advanced coursework (dual enrollment classes)							
Percentage of students completing advanced coursework (dual enrollment classes)							
College enrollment rate							
Number of discipline incidents coded as 900 as reported to state	EDFacts	EDFacts	EDFacts				
Number of truants	EDFacts	EDFacts	EDFacts				
Teacher attendance rate							

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Attachment 1c
High School Profile

Distribution of Certified Staff by Performance Level as Designated on the LEA's Certified Staff Evaluation System							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Number of certified staff							
Number of teachers evaluated							
Certified Staff Evaluated at Each Performance Level							
Percentage rated Satisfactory							
Percentage rated Unsatisfactory							
Percentage non-renewed							

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LEA Application 2010

Attachment 1c
High School Profile

GHSGT Spring First-time 11th Grade Test-Takers English Language Arts Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

GHS GT Spring First-time 11th Grade Test-Takers English Language Arts Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 1c High School Profile

GHSGT Spring First-time 11 th Grade Test-Takers English Language Arts Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

GHS GT Spring First-time 11th Grade Test-Takers Mathematics Percent of Students Who Met or Exceeded								
Subgroups	N	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
FAY Students with Test Scores								
Percentage Black								
Percentage White								
Percentage Hispanic								
Percentage Asian								
Percentage American Indian								
Percentage Multiracial								
Percentage Students with Disabilities								
Percentage Economically Disadvantaged								

***State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

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Attachment 1c
High School Profile

GHS GT Spring First-time 11th Grade Test-Takers Mathematics Student Participation Rate							
Subgroups	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011***	2011-2012	2012-2013
Percentage Black							
Percentage White							
Percentage Hispanic							
Percentage Asian							
Percentage American Indian							
Percentage Multiracial							
Percentage Students with Disabilities							
Percentage Economically Disadvantaged							

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

GHSGT Spring First-time 11 th Grade Test-Takers Mathematics																												
Average Scale Score																												
	2006-2007				2007-2008				2008-2009				2009-2010				2010-2011***				2011-2012				2012-2013			
Achievement Quartiles	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
FAY students with test scores																												
Black																												
White																												
Hispanic																												
Asian																												
American Indian																												
Multiracial																												
Students with Disabilities																												
Economically Disadvantaged																												

***State assessment changed to align with the new curriculum implementation. (Georgia Performance Standards)

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

Mathematics I: Algebra/Geometry/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course							
Percentage passed EOCT							

Mathematics II: Geometry/Algebra II/Statistics							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course							
Percentage passed EOCT							

*****This data will not be available for Mathematics I and Mathematics II until 2010.**

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 1c
High School Profile

English Language Arts: Ninth Grade Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	EDFacts	EDFacts				
Percentage passed EOCT	EDFacts	EDFacts	EDFacts				

English Language Arts: American Literature and Composition							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage passed course	EDFacts	EDFacts	EDFacts				
Percentage passed EOCT	EDFacts	EDFacts	EDFacts				

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 2a
Turnaround Model**

LEA Name: _____

School Name: _____

The LEA must:

A1. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.

Actions:

Timeline:

A2. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

- (A) Screen all existing staff and rehire no more than 50 percent; and
- (B) Select new staff.

Actions:

Timeline:

A3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

Actions:

Timeline:

A4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Actions:

Timeline:

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 2a
Turnaround Model**

A5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Actions:

Timeline:

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

Actions:

Timeline:

A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Actions:

Timeline:

A8. Establish schedules and implement strategies that provide increased learning time (as defined in this notice).

Actions:

Timeline:

A9. Provide appropriate social-emotional and community-oriented services and supports for students.

Actions:

Timeline:

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 2a
Turnaround Model**

B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.

Actions:

Do not complete this section. This item does not apply to the turnaround model.

Timeline:

C. Align additional resources with the interventions.

Actions:

Timeline:

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

Actions:

Timeline:

E. Sustain the reform after the funding period ends.

Actions:

Timeline:

School Improvement Grant 1003(g)
LEA Application 2010

Attachment 2a
Turnaround Model

LEA Name: _____

School Name: _____

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.

Reading/English Language Arts

2010-2011 School Year

2011-2012 School Year

2012-2013 School Year

Mathematics

2010-2011 School Year

2011-2012 School Year

2012-2013 School Year

Graduation Rate

2010-2011 School Year

2011-2012 School Year

2012-2013 School Year

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 2b School Closure Model

LEA Name: _____

School Name: _____

School Closure Model: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

The LEA must:

A. Define the process used for closing the school.	
Actions:	Timeline:
B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.	
Actions:	Timeline:
Do not complete this section. This item does not apply to the school closure model.	
C. Align additional resources with the interventions.	
Actions:	Timeline:
D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
Actions:	Timeline:
E. Sustain the reform after the funding period ends.	
Actions:	Timeline:

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 2b School Closure Model

LEA Name: _____

School Name: _____

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.

Reading/English Language Arts

2010-2011 School Year

Do not complete this section. This item does not apply to the school closure model.

2011-2012 School Year

Do not complete this section. This item does not apply to the school closure model.

2012-2013 School Year

Do not complete this section. This item does not apply to the school closure model.

Mathematics

2010-2011 School Year

Do not complete this section. This item does not apply to the school closure model.

2011-2012 School Year

Do not complete this section. This item does not apply to the school closure model.

2012-2013 School Year

Do not complete this section. This item does not apply to the school closure model.

Graduation Rate

2010-2011 School Year

Do not complete this section. This item does not apply to the school closure model.

2011-2012 School Year

Do not complete this section. This item does not apply to the school closure model.

2012-2013 School Year

Do not complete this section. This item does not apply to the school closure model.

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 2c Restart Model

LEA Name: _____

School Name: _____

Restart Model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

The LEA must:

A. Design and implement the interventions consistent with the final requirements of the model selected for each school based on the outcomes to be achieved by the external management providers.

Actions:

Timeline:

B. Conduct a rigorous review process to recruit, screen, and select a charter school operator, a charter management organization (CMO), or an education management organization (EMO). List potential charter school operators, CMO and/or EMO and the qualifications of each.

Actions:

Timeline:

C. Align additional resources with the interventions.

Actions:

Timeline:

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LEA Application 2010

Attachment 2c Restart Model

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

Actions:

Timeline:

E. Sustain the reform after the funding period ends.

Actions:

Timeline:

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 2c
Restart Model

LEA Name: _____

School Name: _____

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.

Reading/English Language Arts

2010-2011 School Year

2011-2012 School Year

2012-2013 School Year

Mathematics

2010-2011 School Year

2011-2012 School Year

2012-2013 School Year

Graduation Rate

2010-2011 School Year

2011-2012 School Year

2012-2013 School Year

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 2d Transformation Model

LEA Name: _____

School Name: _____

The LEA must:

A1. Replace the principal who led the school prior to commencement of the transformation model.

Actions:

Timeline:

A2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(2) Are designed and developed with teacher and principal involvement.

Actions:

Timeline:

A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Actions:

Timeline:

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LEA Application 2010

Attachment 2d Transformation Model

A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Actions:

Timeline:

A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

Actions:

Timeline:

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

Actions:

Timeline:

A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Actions:

Timeline:

A8. Establish schedules and strategies that provide increased learning time (as defined in this notice).

Actions:

Timeline:

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LEA Application 2010

Attachment 2d Transformation Model

A9. Provide ongoing mechanisms for family and community engagement.

Actions:

Timeline:

A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

Actions:

Timeline:

A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Actions:

Timeline:

B. Conduct a rigorous review process to recruit, screen, and select an external provider to ensure quality.

Actions:

Do not complete this section. This item does not apply to the transformation model.

Timeline:

C. Align additional resources with the interventions.

Actions:

Timeline:

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LEA Application 2010

Attachment 2d Transformation Model

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.

Actions:

Timeline:

E. Sustain the reform after the funding period ends.

Actions:

Timeline:

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 2d Transformation Model

LEA Name: _____

School Name: _____

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier I and Tier II schools. Write the annual goals below.

Reading/English Language Arts

2010-2011 School Year

2011-2012 School Year

2012-2013 School Year

Mathematics

2010-2011 School Year

2011-2012 School Year

2012-2013 School Year

Graduation Rate

2010-2011 School Year

2011-2012 School Year

2012-2013 School Year

School Improvement Grant 1003(g)

LEA Application 2010

Attachment 3 Tier III Schools

LEA Name: _____

School Name: _____

Describe the services the school will receive and/or the strategies the Tier III school will implement.

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Tier III schools. Write the annual goals below.

Reading/English Language Arts

2010-2011 School Year

2011-2012 School Year

2012-2013 School Year

Mathematics

2010-2011 School Year

2011-2012 School Year

2012-2013 School Year

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Attachment 3 Tier III Schools

Graduation Rate
2010-2011 School Year
2011-2012 School Year
2012-2013 School Year

School Improvement Grant 1003(g) LEA Application 2010

Attachment 4 Budget Detail

LEA Name: _____

School Served: _____

Intervention Model: _____

Tier Level: _____

Fiscal Year: July 1, _____

through June 30, _____

Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please reference Appendix B.

Object Class	Item Description	Costs	
100 Personal Services (Salaries)			
			Object Total
			\$ -
200 Benefits			
			Object Total
			\$ -
300 Purchased Professional & Technical Services			
			Object Total
			\$ -
500 Other Purchased Services			
			Object Total
			\$ -
600 Supplies			
			Object Total
			\$ -
700 Property (Capitalized Equipment)			
			Object Total
			\$ -
800 Other Objects			
			Object Total
			\$ -
900 Other Uses			
			Object Total
			\$ -

School Total

\$ -

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Attachment 5
Checklist

Section A. SCHOOLS TO BE SERVED

The chart is complete:

- ✓ All Tier I, II, and III schools are identified.
- ✓ Intervention models are selected for each Tier I and Tier II school.
- ✓ If more than nine schools will be served, only 50 percent or less have selected the transformation model.
- ✓ An explanation for the Tier I schools that the LEA is not applying to serve has been provided.

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Section B. DESCRIPTIVE INFORMATION

1. Data Sources and Narrative

- ✓ All sections of the School Profile are complete (Attachment 1a: Elementary School Profile, Attachment 1b: Middle School Profile, Attachment 1c: High School Profile). Minimum requirement
- ✓ The narrative reflects the analysis of multiple sources of data to determine school needs. If the narrative reflects the analysis of additional sources of data, such as process, demographic and/or perception data, summary reports for the data must be attached to the application.
- ✓ A rationale for selection of intervention model is provided.

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2. Capacity

- ✓ Description identifies multiple resources (e.g., human, material, technical, etc.) and related support (e.g., commitment of school board to remove barriers, credentials of staff, recruitment process, area technical colleges and universities, job-embedded professional learning, etc.).
- ✓ Complete all parts of Section B. 2.
- ✓ Attachment 7a: Capacity Factor Chart, Attachment 7b: Restructuring Team Checklist, and Attachment 7c: Selecting Turnaround Leaders are tools that you may use to assist in determining the LEA's capacity to provide adequate resources and related support.
- ✓ To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:
 - Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function.
 - Demonstrating flexibility in removing barriers for the contract schools.
 - Ensuring that the LEA's central office staff will support successful implementation of the contract.

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5.	Tier III Schools ✓ The services the school will receive and/or the activities the school will implement are clearly described in Attachment 3.	<input type="checkbox"/>
6.	Stakeholder Representation ✓ Relevant stakeholders have been consulted regarding the LEA's application and plans for implementation of school improvement models selected for its Tier I and Tier II schools. ✓ Evidence is provided addressing stakeholder notification and involvement (e.g., agendas and minutes from school council meetings, web postings, newsletters, etc.).	<input type="checkbox"/> <input type="checkbox"/>

Section C. DEVELOP A BUDGET

✓ The LEA has completed a budget on Attachment 4 for each Tier I, Tier II, and Tier III school.	<input type="checkbox"/>
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Section D. ASSURANCES

✓ The superintendent agrees to the assurances for the School Improvement Grant.	<input type="checkbox"/>
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Section E. WAIVERS

✓ The superintendent agrees to the waivers included in the School Improvement Grant.	<input type="checkbox"/>
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School Improvement Grant 1003 (g)
LEA Application 2010

Attachment 6
Rubric

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Rationale	There is no evidence to support that data was analyzed to determine school needs and select the most appropriate intervention model.	Data has been collected; however, there is limited evidence that the data collected has been sufficiently analyzed to determine school needs resulting in the selection of an appropriate intervention model.	Sufficient data, including student achievement, process, demographic, and perception data, has been collected and analyzed to support the selection of the intervention model. The rationale clearly justifies the selection of the intervention model based on data analysis and school needs.
Capacity	There is no evidence in the application that indicates the LEA has the capacity to provide adequate resources and support to fully and effectively implement the intervention model selected.	Actions described in the application lack the detail necessary to ensure the LEA is prepared and committed to fully and effectively implement the selected intervention model. More specific information regarding resources, support, and commitment is needed.	<p>Actions described in the application indicate that the LEA is prepared and committed to provide the necessary resources and support to implement the selected intervention model fully and effectively. In addition, the application indicates the LEA is prepared and committed to provide the school sufficient operational flexibility to fully implement a comprehensive approach to substantially improve student achievement outcomes.</p> <p>To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Demonstrating capacity to devote staff, facilities, funding, services, and other resources exclusively to the management contracting function. • Demonstrating flexibility in removing barriers for the contract schools. • Ensuring that the LEA's central office staff will support successful implementation of the contract.

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Capacity			<p>To ensure that the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Reviewing local board policies which would restrict a school's ability to implement requirements of the intervention models for Tier I and Tier II schools. • Ensuring that the LEA's central office staff will support successful implementation of the interventions and school improvement strategies. • Demonstrating flexibility in removing barriers that will interfere with the intervention models selected.

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Implementation	There is no evidence in the application that indicates implementation of the intervention model has been thoroughly planned.	Actions described in the application are not fully aligned with the final requirements of the intervention model selected. Actions lack innovation and do not reflect a strong focus on improving student achievement.	<p>Actions described in the application reflect comprehensive and strategic planning to ensure implementation of the intervention model. The actions described include specific processes and strategies that are aligned with the final requirements of the intervention model selected. The actions are innovative, comprehensive, and focus on improving student achievement.</p> <p>To ensure the quality of an external provider chosen by the LEA, the SEA will look for specific examples of the following actions for:</p> <ul style="list-style-type: none"> • Developing a written policy and procedure for selecting external providers and utilizing the process. • Demonstrating that it has used a rigorous selection process to choose contract school providers, which will include: <ul style="list-style-type: none"> ○ A Public Notice of Intent process. ○ An assessment of the applicant provider's knowledge of, skill with, and success rate related to the intervention model selected. ○ A thorough review of each applicant's administrative, organizational structure, legal, and financial perspectives. ○ Documentation that references have been contacted to verify prior successful implementation of the selected intervention model.

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Implementation			<ul style="list-style-type: none"> • Ensuring that the providers know how to choose and manage school leaders who have the competencies to work effectively in a reform environment. • Clarifying the roles for the school provider and LEA that will be a part of the contract. • Defining a process for cancelling the contract and restructuring when a contract provider is not successful. • Including stakeholders such as parents and community groups throughout the entire process. • Establishing clear goals and closely monitoring school performance. • Establishing a clear timeframe for measuring gains in student achievement. <p>To ensure alignment of other resources with the interventions, the SEA will look for specific examples of actions the LEA has taken or will take for:</p> <ul style="list-style-type: none"> • Developing a plan complete with strategies that focus on the individual school's student achievement needs. • Ensuring Title I schoolwide schools are consolidating ESEA funds to upgrade the entire educational system of the school. • Providing job-embedded professional learning for teachers. • Ensuring that each school has developed the intervention model that aligns all funding available to the school to implement specific strategies.

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Allocation of Funds	There is no evidence that sufficient funds are allocated to support implementation of the intervention model, and the actions and strategies funded do not align with the final requirements of the intervention model selected.	Funds are allocated to support the implementation of the intervention model; however, the actions and strategies funded are not consistently aligned to improving student achievement and/or the final requirements of the intervention model.	The actions and strategies funded directly support improving student achievement and are aligned to the final requirements of the intervention model. Funds allocated are sufficient to support implementation of the intervention model selected.
Sustainability	There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies that positively impact student achievement.	An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.	<p>An initial plan describes actions the LEA will take to maintain implementation of the processes and strategies that positively impact student achievement. The plan identifies preliminary steps that will be taken to retain human, material, and financial resources after the funding period ends. In addition, the plan addresses LEA support (e.g., policies, professional learning opportunities, protected time, etc.) for the actions and strategies that positively impact student achievement.</p> <p>To ensure that reforms are sustained after the funding period ends, the SEA will review the LEA process for:</p> <ul style="list-style-type: none"> • Developing a plan with a timeline for continued implementation of the intervention strategies. • Measuring progress and adjusting strategies that have not proven to be effective. • Aligning funds to continue supporting successful intervention efforts and progress.

CONCEPT	NOT EVIDENT	NEEDS REVISION	MEETS
Sustainability			<ul style="list-style-type: none"> Providing continued professional learning opportunities that link to the intervention strategies and annual goals for student achievement.

**School Improvement Grant 1003(g)
LEA Application 2010**

**Attachment 7a
Capacity Factor Chart**

Factor:	Strength: We have this or already do this:	Weakness: This is a weakness; but we could improve if:	Opportunity: If these external changes occur, this could be a strength:	Threat: If these external changes occur, this could be a weakness:
Team Staff: Our LEA has staff qualified for a restructuring team. *Complete the Restructuring Team Checklist				
Will: Our LEA is willing to take extreme action in failing schools.				
Outsiders: Our LEA is willing to bring in external support if needed for student learning.				
Insiders: Our LEA is willing to require central staff to make many changes to support restructured schools.				
Flexibility: Our LEA is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.				

Note: This table was adapted from The Center for Comprehensive School Reform and Improvement publication, *School Restructuring Under No child Left Behind: What Works When? A Guide for Education Leaders*, 2006.

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Attachment 7b Restructuring Team Checklist

Team Members: Who should be on your team to organize restructuring throughout the LEA? Readiness and willingness to drive major change are important, but credibility and LEA knowledge are also important.

Lead Organizer: In a smaller LEA, the superintendent may lead the team. In a larger LEA, this might be a deputy or assistant superintendent or other senior person who is ready and able to organize a major change process. In some cases, a credible outsider who is familiar with the LEA schools may be best. Strong team leadership skills are essential to keep the team motivated, informed, and productive through a challenging change process.

Qualifications to consider for your total working team include people with:

- **A Drive for Results**
 - A record of implementing change despite political and practical barriers.
 - An unyielding belief that all children-no matter how disadvantaged-can learn.
 - Organizing and planning skills to keep the decision process and implementation for each failing school on track.
- **Relationship and Influence Skills**
 - Good relationships with a wide range of district staff, parents, and community organizations.
 - Willingness and ability to disagree with others politely; a “thick skin.”
 - Teamwork skills to complete tasks responsibly and support team members.
 - Strong influence skills.
- **Readiness for Change**
 - An open mind about ways to improve student learning.
 - Willingness to learn about what kinds of big changes work under differing circumstances.
 - Willingness to try new restructuring strategies.
 - No political agenda that may interfere with student learning-centered decisions.
- **Knowledge to do What Works** (or willingness to acquire it quickly)
 - Knowledge of the formal and informal decision-making processes in your district.
 - Knowledge of past efforts to change and improve schools in your LEA.
 - Knowledge of education management, effective schools research with a focus on what has been proven to produce student learning results with disadvantaged children.

Note: This table was adapted from The Center for Comprehensive School Reform and Improvement publication, *School Restructuring Under No child Left Behind: What Works When? A Guide for Education Leaders*, 2006.

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**Attachment 7c
Selecting Turnaround Leaders**

Instructions: Assess leaders available to this school. Does the school's current principal or other available leader in the LEA have these competencies? Have they demonstrated these behaviors? Can you recruit for these competencies and behaviors?

Summarize your findings here:

We ☐ do ☐ do not have a turnaround leader available to this school.

We ☐ can ☐ cannot recruit additional turnaround leaders.

Possible turnaround candidates within the LEA:

Competencies	Current Principal	Other Available District Principals	Can Recruit for This	Do not Have and Cannot Recruit for This
Driving for results: setting high goals, taking initiative, being relentlessly persistent to succeed.				
Solving problems: using performance data to identify and solve immediate problems.				
Showing confidence: exhibiting confidence, using failure to initiate problem solving, not excusing failure.				
Influence: influencing immediate action toward the school's goals.				
Teamwork and cooperation: getting input and keeping others informed.				
Conceptual thinking: connecting the mission, learning standards, and curriculum to clarify for all.				
Team leadership: assuming the role as leader and motivating staff to perform despite challenges.				
Organizational commitment: making personal sacrifices needed for school success.				
Communicating a compelling vision: rousing staff to commit energy to the change.				

Note: This table was adapted from The Center for Comprehensive School Reform and Improvement publication, *School Restructuring Under No child Left Behind: What Works When? A Guide for Education Leaders*, 2006.

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Attachment 8 School Improvement Services

Division of School Improvement - Services

The Division of School Improvement provides a range of services to districts and schools in Georgia. The goal of the services is to assist district and school staff with the continuous improvement process so that teaching and learning positively impacts students in Georgia.

GAPSS Analysis – The GAPSS Analysis: *Closing the Gap* process provides detailed information for a school on the progress towards full implementation of the School Keys: *Unlocking Excellence through the Georgia School Standards*. Any school in Georgia can request a school review from the Division of School Improvement of the Georgia Department of Education. The review consists of classroom observations, staff surveys, interviews, and document reviews. The review process involves the following steps.

- Team members introduce themselves at a faculty meeting prior to the beginning of Day 1. They will ease concerns of the staff and convey an understanding of the team's agenda.
- The principal should plan to do a 15-20 minute presentation of the data to the review team using Guiding Questions as provided by the team leader.
- Interviews of various school stakeholders are conducted during the review process.
- Classroom observations using the observation instrument are completed in all classrooms, with all teachers.
- The review team meets to compile, discuss, chart and share the collected data from the review sorted by the eight strands of the School Keys.
- Using the shared data, the team determines the school's implementation level for each element/row in the GAPSS Summary Report.
- The team may include clarifying comments relative to elements as needed.
- The team identifies next steps for identified areas of need to support the school leadership in the school improvement effort.
- The team leader and designated members of the review team meet with the principal and school leadership team, and, if applicable, the system contact person, to discuss the summary.

Instructional Coach Training – This training is offered to school-based instructional coaches. The training is designed to provide participants with tools and resources to enhance the impact school-based instructional coaches have on teacher practice and student achievement. The training helps to clarify and explicitly define expectations of instructional coaches and ensures that coaches have the knowledge and skills to facilitate high quality, job-embedded professional learning that improves teacher practice and student achievement. Instructional coaches learn to engage teachers in the following job-embedded learning strategies.

- Explicit instruction
- Modeling
- Facilitation of collaborative learning and planning
- Observations with feedback
- Analysis of student work

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Summer Leadership Academy – Each summer, the Division of School Improvement provides an intensive, weeklong professional learning opportunity for school-based leadership teams. Schools may send a team of ten to participate in the academy. Schools may send additional staff members as space permits. The purpose of the academy is to strengthen the school improvement planning process. School teams are engaged in the school improvement planning process throughout the academy. Sessions provide support to school teams with the following actions.

- Engaging leadership teams in the right work
- Collecting and analyzing the four types of data (student achievement data, process data, demographic data, and perception data)
- Developing SMART goals
- Selecting appropriate strategies, actions, and interventions to meet school improvement goals
- Identifying artifacts and evidence of implementation
- Creating a professional learning plan to support implementation
- Designing a plan for monitoring implementation of the school improvement plan

Leadership teams complete the academy with a product, a systematically and deliberately developed school improvement plan that is ready to be refined, implemented, and monitored immediately.

Data Teams Training – The Division of School Improvement provides a one-day training to teams of teachers that focuses on building the capacity of teacher teams to engage in a cycle of data analysis to improve teaching and learning. The data team process engages collaborative teacher teams in results-driven, job-embedded professional learning. Teams of teachers learn the following steps in the data team cycle.

- Collect and chart data
- Analyze strengths and obstacles
- Establish goals
- Select instructional strategies to help them meet the goals
- Determine what is expected when the strategy is implemented

Formative Assessment Training – The Division of School Improvement offers a series of three formative assessment professional learning opportunities. The first session provides an overview of effective formative assessment strategies and practices. The second session addresses the development of common assessments and actions educators may take to analyze the results from common assessments. The third and final session is focused on the development of effective test items that serve as a foundation for lessons.

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School Improvement Specialists – The Division of School Improvement employs field-based school improvement specialists who provide on-site support and guidance to school staff as they engage in the continuous improvement process. School improvement specialists provide support by engaging in the following actions.

- Guiding leaders in developing and sustaining a leadership team that is focused on continuous improvement in order to increase student achievement
- Guiding leaders, the leadership team, and collaborative learning teams with the development of structures and processes that support standards-based, job-embedded, results-driven professional learning and brokering professional learning resources as needed with emphasis on Thinking Maps®, Data Teams, formative assessment, and Active Literacy
- Assisting the leadership team in maximizing the use of Title I School Improvement Grant funds, if applicable
- Guiding school leaders in creating and sustaining a culture of data-driven decision making
- Guiding the leadership team and collaborative learning teams in creating school improvement plans that are action plans with measurable goals
- Guiding the leadership team and collaborative learning teams with:
 - Implementing the GPS within standards-based classrooms
 - Monitoring the implementation of the GPS within standards-based classrooms
- Facilitating the leadership team and collaborative learning teams' development, implementation, and continuous monitoring of a formalized system of data-driven intervention(s)
- Assisting the leadership team in continuously assessing progress toward fully-operational high impact practices
- Guiding leaders in sustaining the school improvement process through all strands of the School Keys: Unlocking Excellence through the Georgia School Standards in order to increase student achievement
- Guiding the leadership team, collaborative learning teams, and individual teachers (through observation, modeling, and feedback) in best practices that will directly lead to increased academic achievement for individual students and subgroups in relation to AYP targets
- Guiding the leadership team in interventions to monitor and improve student and teacher attendance
- Guiding the leadership team in the development of action plans

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Thinking Maps® Training – This training is organized by the Division of School Improvement in an effort to reduce costs for schools that are interested in implementing Thinking Maps® as an instructional strategy to improve student engagement and student achievement. The Division of School Improvement staff members are trained in Thinking Maps® and can facilitate and support implementation of the instructional strategy. Thinking Maps® provides leaders, teachers, and students with a common visual language for learning within and across disciplines that supports eight cognitive thinking processes.

- Defining
- Classifying
- Describing
- Comparing/Contrasting
- Sequencing
- Analyzing cause and effect
- Identifying part to whole relationships
- Seeing analogies

Active Literacy Training – This training is offered to teachers and leaders. The training shows teachers – at every grade level and in every subject area – how to integrate the teaching of literacy skills into their daily curriculum. With an emphasis on schoolwide collaborative planning, the training shows how curriculum mapping sustains literacy between grade levels and subjects. The training offers teaching strategies to help students in primary through high school do the following.

- Learn, retain, and use vocabulary
- Take better notes in class
- Edit and revise their writing
- Speak and listen more effectively

Graduation Coach Support – The Division of School Improvement offers support to districts and schools with the implementation of Graduation Coach programs and other best practices and strategies to support increasing the graduation rate in Georgia. The Graduation Coach Work Management System (WMS) was designed not only to improve the quality of data available to the state program office, but also to serve as a tool to enable graduation coaches to make data-driven decisions about which services to deliver and to whom. The Graduation Coach Work Management System assists in the identification of students at risk of dropping out of school or otherwise not earning a high school diploma.

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APPENDIX A

Final Requirements for School Improvement Grants, as Amended in January 2010

I. SEA Priorities in Awarding School Improvement Grants:

A. Defining key terms. To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, to enable the SEA to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select, in accordance with paragraph 2, those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice. Accordingly, an SEA must use the following definitions to define key terms:

1. Greatest need. An LEA with the greatest need for a School Improvement Grant must have one or more schools in at least one of the following tiers:

(a) Tier I schools: (i) A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of “persistently lowest-achieving schools.”

(ii) At its option, an SEA may also identify as a Tier I school an elementary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in Reading/English Language Arts and Mathematics combined; and

(B) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(1)(i) of the definition of “persistently lowest-achieving schools.”

(b) Tier II schools: (i) A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of “persistently lowest-achieving schools.”

(ii) At its option, an SEA may also identify as a Tier II school a secondary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in Reading/English Language Arts and Mathematics combined; and

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(B)(1) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of “persistently lowest-achieving schools;” or

(2) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(c) Tier III schools: (i) A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

(ii) At its option, an SEA may also identify as a Tier III school a school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in Reading/English Language Arts and Mathematics combined; and

(B) Does not meet the requirements to be a Tier I or Tier II school.

(iii) An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among Tier III schools in their use of school improvement funds.

2. Strongest Commitment. An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve:

(a) Turnaround model: (1) A turnaround model is one in which an LEA must--

(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

(iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

(viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) A turnaround model may also implement other strategies such as--

(i) Any of the required and permissible activities under the transformation model; or

(ii) A new school model (e.g., themed, dual language academy).

(b) Restart model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

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(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

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(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide “response-to-intervention” model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and Mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and Mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

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(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

3. Definitions.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, Reading or Language Arts, Mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.³

³ Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on

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Persistently lowest-achieving schools means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in Reading/English Language Arts and Mathematics combined; and

(ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in Reading/English Language Arts and Mathematics, student growth data must be based on a student’s score on the State’s assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

4. Evidence of strongest commitment. (a) In determining the strength of an LEA’s commitment to ensuring that school improvement funds are used to provide adequate resources to enable Tier I and

Growth of Achievement and Perceived Competence in Early Elementary School.” Child Development. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. “When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program.” Educational Evaluation and Policy Analysis, Vol. 29 (4), December 2007, Document No. PP07-121.) <http://www.Mathematicsematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296>

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Tier II schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA's application demonstrates that the LEA has taken, or will take, action to--

- (i) Analyze the needs of its schools and select an intervention for each school;
- (ii) Design and implement interventions consistent with these requirements;
- (iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;
- (iv) Align other resources with the interventions;
- (v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and

(vi) Sustain the reforms after the funding period ends.

(b) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

B. Providing flexibility.

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I or Tier II Title I participating school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to "start over" in the school improvement timeline. Even though a school implementing the waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.

3. An SEA may seek a waiver from the Secretary to enable a Tier I or Tier II Title I participating school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.

4. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.

5. If an SEA does not seek a waiver under section I.B.2, 3, or 4, an LEA may seek a waiver.

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II. Awarding School Improvement Grants to LEAs:

A. LEA requirements.

1. An LEA may apply for a School Improvement Grant if it receives Title I, Part A funds and has one or more schools that qualify under the State's definition of a Tier I, Tier II, or Tier III school.

2. In its application, in addition to other information that the SEA may require--

(a) The LEA must--

(i) Identify the Tier I, Tier II, and Tier III schools it commits to serve;

(ii) Identify the intervention it will implement in each Tier I and Tier II school it commits to serve;

(iii) Demonstrate that it has the capacity to use the school improvement funds to provide adequate resources and related support to each Tier I and Tier II school it commits to serve in order to implement fully and effectively one of the four interventions identified in section I.A.2 of these requirements;

(iv) Provide evidence of its strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;

(v) Include a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application; and

(vi) Include a budget indicating how it will allocate school improvement funds among the Tier I, Tier II, and Tier III schools it commits to serve.

(b) If an LEA has nine or more Tier I and Tier II schools, the LEA may not implement the transformation model in more than 50 percent of those schools.

3. The LEA must serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate the Tier I schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement one of the four interventions identified in section I.A.2 of these requirements.

4. The LEA's budget for each Tier I and Tier II school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA.

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5. The LEA's budget for each Tier III school it commits to serve must include the services it will provide the school, particularly if the school meets additional criteria established by the SEA.

6. An LEA that commits to serve one or more Tier I, Tier II, or Tier III schools that do not receive Title I, Part A funds must ensure that each such school it serves receives all of the State and local funds it would have received in the absence of the school improvement funds.

7. An LEA in which one or more Tier I schools are located and that does not apply to serve at least one of these schools may not apply for a grant to serve only Tier III schools.

8. (a) To monitor each Tier I and Tier II school that receives school improvement funds, an LEA must--

(i) Establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics; and

(ii) Measure progress on the leading indicators in section III of these requirements.

(b) The LEA must also meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA.

9. If an LEA implements a restart model, it must hold the charter school operator, CMO, or EMO accountable for meeting the final requirements.

B. SEA requirements.

1. To receive a School Improvement Grant, an SEA must submit an application to the Department at such time, and containing such information, as the Secretary shall reasonably require.

2. (a) An SEA must review and approve, consistent with these requirements, an application for a School Improvement Grant that it receives from an LEA.

(b) Before approving an LEA's application, the SEA must ensure that the application meets these requirements, particularly with respect to--

(i) Whether the LEA has agreed to implement one of the four interventions identified in section I.A.2 of these requirements in each Tier I and Tier II school included in its application;

(ii) The extent to which the LEA's application shows the LEA's strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;

(iii) Whether the LEA has the capacity to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in its application; and

(iv) Whether the LEA has submitted a budget that includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school it identifies in its application

School Improvement Grant 1003(g)

and whether the budget covers the period of availability of the funds, taking into account any waiver extending the period of availability received by either the SEA or the LEA.

(c) An SEA may, consistent with State law, take over an LEA or specific Tier I or Tier II schools in order to implement the interventions in these requirements.

(d) An SEA may not require an LEA to implement a particular model in one or more schools unless the SEA has taken over the LEA or school.

(e) To the extent that a Tier I or Tier II school implementing a restart model becomes a charter school LEA, an SEA must hold the charter school LEA accountable, or ensure that the charter school authorizer holds it accountable, for complying with these requirements.

3. An SEA must post on its Web site, within 30 days of awarding School Improvement Grants to LEAs, all final LEA applications as well as a summary of those grants that includes the following information:

(a) Name and National Center for Education Statistics (NCES) identification number of each LEA awarded a grant.

(b) Amount of each LEA's grant.

(c) Name and NCES identification number of each school to be served.

(d) Type of intervention to be implemented in each Tier I and Tier II school.

4. If an SEA does not have sufficient school improvement funds to award, for up to three years, a grant to each LEA that submits an approvable application, the SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.

5. An SEA must award a School Improvement Grant to an LEA in an amount that is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements. The LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each Tier I, Tier II, and Tier III school that the LEA commits to serve.

6. If an SEA does not have sufficient school improvement funds to allocate to each LEA with a Tier I or Tier II school an amount sufficient to enable the school to implement fully and effectively the specified intervention throughout the period of availability, including any extension afforded through a waiver, the SEA may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.

7. An SEA must award funds to serve each Tier I and Tier II school that its LEAs commit to serve, and that the SEA determines its LEAs have the capacity to serve, prior to awarding funds to its LEAs to serve any Tier III schools. If an SEA has awarded school improvement funds to its LEAs for each Tier I and Tier II school that its LEAs commit to serve in accordance with these requirements, the

School Improvement Grant 1003(g)

SEA may then, consistent with section II.B.9, award remaining school improvement funds to its LEAs for the Tier III schools that its LEAs commit to serve.

8. In awarding School Improvement Grants, an SEA must apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability of the funds, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.

9. (a) If not every Tier I school in a State is served with FY 2009 school improvement funds, an SEA must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with these requirements. This requirement does not apply in a State that does not have sufficient school improvement funds to serve all the Tier I schools in the State.

(b) If each Tier I school in a State is served with FY 2009 school improvement funds, an SEA may reserve up to 25 percent of its FY 2009 allocation and award those funds in combination with its FY 2010 funds consistent with these requirements.

10. In identifying Tier I and Tier II schools in a State for purposes of allocating funds appropriated for School Improvement Grants under section 1003(g) of the ESEA for any year subsequent to FY 2009, an SEA must exclude from consideration any school that was previously identified as a Tier I or Tier II school and in which an LEA is implementing one of the four interventions identified in these requirements using funds made available under section 1003(g) of the ESEA.

11. An SEA that is participating in the “differentiated accountability pilot” must ensure that its LEAs use school improvement funds available under section 1003(g) of the ESEA in a Tier I or Tier II school consistent with these requirements.

12. Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein and may consult with other stakeholders that have an interest in its application.

C. Renewal for additional one-year periods.

(a) If an SEA or an individual LEA requests and receives a waiver of the period of availability of school improvement funds, an SEA--

(i) Must renew the School Improvement Grant for each affected LEA for additional one-year periods commensurate with the period of availability if the LEA demonstrates that its Tier I and Tier II schools are meeting the requirements in section II.A.8 and that its Tier III schools are meeting the goals established by the LEA and approved by the SEA; and

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(ii) May renew an LEA's School Improvement Grant if the SEA determines that the LEA is making progress toward meeting the requirements in section II.A.8 or the goals established by the LEA.

(b) If an SEA does not renew an LEA's School Improvement Grant because the LEA's participating schools are not meeting the requirements in section II.A.8 or the goals established by the LEA, the SEA may reallocate those funds to other eligible LEAs, consistent with these requirements.

D. State reservation for administration, evaluation, and technical assistance.

An SEA may reserve from the school improvement funds it receives under section 1003(g) of the ESEA in any given year no more than five percent for administration, evaluation, and technical assistance expenses. An SEA must describe in its application for a School Improvement Grant how the SEA will use these funds.

E. A State Whose School Improvement Grant Exceeds the Amount the State May Award to Eligible LEAs.

In some States in which a limited number of Title I schools are identified for improvement, corrective action, or restructuring, the SEA may be able to make School Improvement Grants, renewable for additional years commensurate with the period of availability of the funds, to each LEA with a Tier I, Tier II, or Tier III school without using the State's full allocation under section 1003(g) of the ESEA. An SEA in this situation may reserve no more than five percent of its FY 2009 allocation of school improvement funds for administration, evaluation, and technical assistance expenses under section 1003(g)(8) of the ESEA. The SEA may retain sufficient school improvement funds to serve, for succeeding years, each Tier I, II, and III school that generates funds for an eligible LEA. The Secretary may reallocate to other States any remaining school improvement funds from States with surplus funds.

III. Reporting and Evaluation:

A. Reporting metrics.

To inform and evaluate the effectiveness of the interventions identified in these requirements, the Secretary will collect data on the metrics in the following chart. The Department already collects most of these data through ED~~F~~acts and will collect data on two metrics through SFSF reporting. Accordingly, an SEA must only report the following new data with respect to school improvement funds:

1. A list of the LEAs, including their NCES identification numbers, that received a School Improvement Grant under section 1003(g) of the ESEA and the amount of the grant.

2. For each LEA that received a School Improvement Grant, a list of the schools that were served, their NCES identification numbers, and the amount of funds or value of services each school received.

3. For any Tier I or Tier II school, school-level data on the metrics designated on the following chart as "SIG" (School Improvement Grant):

School Improvement Grant 1003(g)

Metric	Source	Achievement Indicators	Leading Indicators
SCHOOL DATA			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	NEW SIG		
AYP status	<u>EDFacts</u>	✓	
Which AYP targets the school met and missed	<u>EDFacts</u>	✓	
School improvement status	<u>EDFacts</u>	✓	
Number of minutes within the school year	NEW SIG		✓
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
Percentage of students at or above each proficiency level on State assessments in Reading/English Language Arts and Mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	<u>EDFacts</u>	✓	
Student participation rate on State assessments in Reading/English Language Arts and in Mathematics, by student subgroup	<u>EDFacts</u>		✓
Average scale scores on State assessments in Reading/English Language Arts and in Mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	NEW SIG	✓	
Percentage of limited English proficient students who attain English language proficiency	<u>EDFacts</u>	✓	
Graduation rate	<u>EDFacts</u>	✓	
Dropout rate	<u>EDFacts</u>		✓
Student attendance rate	<u>EDFacts</u>		✓
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	NEW SIG HS only		✓
College enrollment rates	NEW SFSF Phase II HS only	✓	

School Improvement Grant 1003(g)

Metric	Source	Achievement Indicators	Leading Indicators
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	EDFacts		✓
Truants	EDFacts		✓
TALENT			
Distribution of teachers by performance level on LEA's teacher evaluation system	NEW SFSF Phase II		✓
Teacher attendance rate	NEW SIG		✓

4. An SEA must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the SEA allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the SEA need report only the identity of the school and the intervention taken--i.e., school closure.

B. Evaluation.

An LEA that receives a School Improvement Grant must participate in any evaluation of that grant conducted by the Secretary.

APPENDIX B

LEA BUDGETS AND SEA ALLOCATIONS

School Improvement Grant funding totals \$3.5 billion in FY 2009: \$3 billion from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation. This means that, for the first time, the program can provide the substantial funding, over a multi-year period, necessary for the successful implementation of school intervention models. While the authorizing statute (section 1003(g)(5) of the ESEA) sets a \$500,000 limit on the amount of funding that may be awarded for each participating school under the School Improvement Grants program, Congress recently enacted appropriations language allowing an SEA to award up to \$2 million for each participating school. This higher limit will permit an SEA to award directly the amount that the Department believes typically would be required for the successful implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (*e.g.*, a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually). The Department believes that the new award limit should encourage LEAs to focus more closely on turning around their Tier I and Tier II schools and to serve Tier III schools only when the district has the capacity to serve and is prepared to implement thoughtful interventions and supports in those schools.

In awarding school improvement funds, an SEA must give priority to LEAs that apply to serve Tier I or Tier II schools. In addition, an SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools. The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

LEA Budgets

An LEA's proposed budget should cover a three-year period (if the SEA or LEA has applied for a waiver to extend the period of availability of funds) and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years.

First-year budgets may be higher than in subsequent years due to one-time start-up costs.

3. The portion of school closure costs covered with school improvement funds may be lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA commits to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).
7. If the SEA does not request a waiver from the Secretary to extend the availability of school improvement funds to permit three-year awards, the LEA may request such a waiver.

SEA Allocations to LEAs

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve fully, throughout the period of availability, all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.

5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. An SEA that has served each of its Tier I schools with FY 2009 school improvement funds may reserve up to 25 percent of its FY 2009 allocation and award those funds in combination with its FY 2010 funds consistent with the final requirements.
8. An SEA that has not served each of its Tier I schools with FY 2009 school improvement funds must carry over 25 percent of its FY 2009 funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements. This requirement does not apply to an SEA that does not receive sufficient school improvement funds to serve all of its Tier I schools.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in

certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion FY 2009 school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver of the period of availability beyond September 30, 2011).

APPENDIX C

	Schools an SEA MUST identify in each tier	Newly eligible schools an SEA MAY identify in each tier
Tier I	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” ¹	Title I eligible ² elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: in the bottom 20 percent of all schools in the State based on proficiency rates; <u>or</u> have not made AYP for two consecutive years.
Tier II	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: in the bottom 20 percent of all schools in the State based on proficiency rates; <u>or</u> have not made AYP for two consecutive years.
Tier III	Title I schools in improvement, corrective action, or restructuring that are not in Tier I.3	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: in the bottom 20 percent of all schools in the State based on proficiency rates; <u>or</u> have not made AYP for two years.

1 “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

2 For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

3 Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

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Appendix D



Education Support and Improvement

Kathy Cox, State Superintendent of Schools

January 27, 2010

Dear Title I Directors/Coordinators:

As indicated in the School Improvement Grants Application, section 1003(g) of the Elementary and Secondary Education Assistance Act, CFDA Numbers: 84.377A; 84.388A, the final requirements of the U.S. Department of Education's (US ED) application, the Georgia Department of Education (GaDOE) will be seeking waivers from the US ED for local educational agencies (LEAs) of the requirements set forth below:

These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The GaDOE believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The GaDOE assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The GaDOE assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

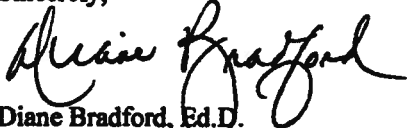
Appendix D

The GaDOE assures that, prior to submitting this request in its School Improvement Grant application, the GaDOE provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The GaDOE also assures that it provided notice and information regarding this waiver request to the public in the manner in which the GaDOE customarily provides such notice and information to the public (*e.g.*, by posting information on its Web site) and has attached a copy of, or link to, that notice.

The GaDOE assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

GaDOE is now accepting any public comments concerning this waiver. Written comments should be mailed to the Georgia Department of Education, 1858 Twin Towers East, 205 Jesse Hill Drive, SE Atlanta, Georgia 30334 Attn: Margo DeLaune or emailed to mdelaune@doe.k12.ga.us or faxed to (770) 357-9477. All comments should be received by February 2, 2010. If you have additional comments or questions, Margo DeLaune may be reached by phone at (404) 657-1796.

Sincerely,



Diane Bradford, Ed.D.
Deputy Superintendent

Appendix D



Margo
DeLaune/ESI/DOE/GADOE
01/27/2010 10:38 AM

To K12 - Title I Directors
cc Judy Alger/ESI/DOE/GADOE@GADOE, Phyllis
Conn/ESI/DOE/GADOE@GADOE, Anthony
Threat/ESI/DOE/GADOE@GADOE, James
bcc Barbara Lunsford/ESI/DOE/GADOE@GADOE; William
Hooker/ESI/DOE/GADOE@GADOE; Diane
Bradford/ESI/DOE/GADOE@GADOE
Subject Notice for Public Comment for Waivers on the School
Improvement Grant Application (1003g) that an SEA May be
Allowed to Waive for LEAs

Dear Title I Directors/Coordinators:

As indicated in the School Improvement Grants Application, section 1003(g) of the Elementary and Secondary Education Assistance Act, CFDA Numbers: 84.377A; 84.388A, the final requirements of the U.S. Department of Education's (US ED) application, the Georgia Department of Education (GaDOE) will be seeking waivers from the US ED for local educational agencies (LEAs) of the requirements set forth below:

These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The GaDOE believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The GaDOE assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The GaDOE assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The GaDOE assures that, prior to submitting this request in its School Improvement Grant application, the GaDOE provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The GaDOE also assures that it provided notice and information regarding this waiver request to the public in the manner in which the GaDOE customarily provides such notice and information to the public (*e.g.*, by posting information on its Web site) and has

Appendix D

attached a copy of, or link to, that notice.

The GaDOE assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

GaDOE is now accepting any public comments concerning this waiver. Written comments should be mailed to the Georgia Department of Education, 1858 Twin Towers East, 205 Jesse Hill Drive, SE Atlanta, Georgia 30334 Attn: Margo DeLaune or emailed to mdelaune@doe.k12.ga.us or faxed to (770) 357-9477. All comments should be received by February 2, 2010. If you have additional comments or questions, Margo DeLaune may be reached by phone at (404) 657-1796.

Margo DeLaune
Title Programs Director
Georgia Department of Education
1858 Twin Towers East
Atlanta, Georgia 30334
(404) 657-1796
Fax (404) 651-9111
E-mail: mdelaune@doe.k12.ga.us
www.doe.k12.ga.us

Appendix D



"Darlene Moyer, DR"
<dmoyer@glynn.k12.ga.us>
01/30/2010 02:44 PM

To 'Margo DeLaune' <MDeLaune@doe.k12.ga.us>
cc
bcc
Subject RE: Notice for Public Comment for Waivers on the School Improvement Grant Application (1003g) that an SEA May be Allowed to Waive for LEAs

I have been instructed by Howard Mann, Superintendent, Glynn County School System, to inform you that our system is supportive of the waivers as outlined in the email received on Wednesday, January 27, 2010 from Margo DeLaune. If any further action is necessary, please advise. @dmoyer

Darlene M. Moyer, Ed.D.
Director of Federal Programs
2301 Stonewall Street
Brunswick, GA 31520
dmoyer@glynn.k12.ga.us
912-267-4100 Ext. 1518
912-261-3092 (fax)
912-577-0879 (cell)

From: Margo DeLaune [mailto:MDeLaune@doe.k12.ga.us]
Sent: Wednesday, January 27, 2010 10:39 AM
To: K12 - Title I Directors
Cc: Judy Alger; Phyllis Conn; Anthony Threat; James Everson; Evelyn Maddox; Randy Phillips; Marijo Pitts-Sheffield; Grace McElveen; Elaine Dawsey; Ronald Cox; Funke Ogunbodede; Jennifer Davenport; Kenneth Kitch
Subject: Notice for Public Comment for Waivers on the School Improvement Grant Application (1003g) that an SEA May be Allowed to Waive for LEAs

Dear Title I Directors/Coordinators:

As indicated in the School Improvement Grants Application, section 1003(g) of the Elementary and Secondary Education Assistance Act, CFDA Numbers: 84.377A; 84.388A, the final requirements of the U.S. Department of Education's (US ED) application, the Georgia Department of Education (GaDOE) will be seeking waivers from the US ED for local educational agencies (LEAs) of the requirements set forth below:

These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The GaDOE believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

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Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The GaDOE assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The GaDOE assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The GaDOE assures that, prior to submitting this request in its School Improvement Grant application, the GaDOE provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The GaDOE also assures that it provided notice and information regarding this waiver request to the public in the manner in which the GaDOE customarily provides such notice and information to the public (*e.g.*, by posting information on its Web site) and has attached a copy of, or link to, that notice.

The GaDOE assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

GaDOE is now accepting any public comments concerning this waiver. Written comments should be mailed to the Georgia Department of Education, 1858 Twin Towers East, 205 Jesse Hill Drive, SE Atlanta, Georgia 30334 Attn: Margo DeLaune or emailed to mdelaune@doe.k12.ga.us or faxed to (770) 357-9477. All comments should be received by February 2, 2010. If you have additional comments or questions, Margo DeLaune may be reached by phone at (404) 657-1796.

Margo DeLaune
Title Programs Director
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Appendix D



"John Greene"
<jgreene@webstereagles.net
>

02/01/2010 09:17 AM

To MDeLaune@doe.k12.ga.us

cc

bcc

Subject RE: Notice for Public Comment for Waivers on the School Improvement Grant Application (1003g) that an SEA May be Allowed to Waive for LEAs

Thanks for the information.

Please start to use the jgreene@webster.k12.ga.us email since we are closing out the webstereagles one.

Thanks,
Mr. Greene

John Greene
Interim Superintendent/Principal
Webster County Schools
7168 Washington St
Preston, GA 31824
229-828-3365

--- Original Message ---

From: MDeLaune@doe.k12.ga.us

To: K12_-_Title_I_Directors@doe.k12.ga.us

Cc: JuAlger@doe.k12.ga.us, PConn@doe.k12.ga.us, AThreat@doe.k12.ga.us, JEverson@doe.k12.ga.us, EMaddox@doe.k12.ga.us, RPhillips@doe.k12.ga.us, MPitts@doe.k12.ga.us, GMcElveen@doe.k12.ga.us, CDawsey@doe.k12.ga.us, RCox@doe.k12.ga.us, FOGunbodede@doe.k12.ga.us, JeDavenp@doe.k12.ga.us, KKitich@doe.k12.ga.us

Subject: RE: Notice for Public Comment for Waivers on the School Improvement Grant Application (1003g) that an SEA May be Allowed to Waive for LEAs

Sent: Wednesday, January 27, 2010 10:38:32 AM EST

Dear Title I Directors/Coordinators:

As indicated in the School Improvement Grants Application, section 1003(g) of the Elementary and Secondary Education Assistance Act, CFDA Numbers: 84.377A; 84.388A, the final requirements of the U.S. Department of Education's (US ED) application, the Georgia Department of Education (GaDOE) will be seeking waivers from the US ED for local educational agencies (LEAs) of the requirements set forth below:

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These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The GaDOE believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The GaDOE assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

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The GaDOE assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

GaDOE is now accepting any public comments concerning this waiver. Written comments should be mailed to the Georgia Department of Education, 1858 Twin Towers East, 205 Jesse Hill Drive, SE Atlanta, Georgia 30334 Attn: Margo DeLaune or emailed to mdelaune@doe.k12.ga.us or faxed to (770) 357-9477. All comments should be received by February 2, 2010. If you have additional comments or questions, Margo DeLaune may be reached by phone at (404) 657-1796.

Margo DeLaune
Title Programs Director

Appendix D

Georgia Department of Education
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Appendix D



"AUDRIA BERRY"
<AUDRIA_BERRY@fc.dekalb
.k12.ga.us>

02/02/2010 01:28 PM

To "Margo DeLaune" <MDeLaune@doe.k12.ga.us>

cc

bcc

Subject Re: Notice for Public Comment for Waivers on the School
Improvement Grant Applica

Hello Margo,

I have reviewed the information regarding the School Improvement Grant Application and have left a message for Lynda Martin regarding my questions. I have no further questions or comments and look forward to the wonderful opportunities these funds may bring.

Thanks.

-Audria

Dr. Audria M. Berry
Executive Director
Office of School Improvement
DeKalb County School System
3770 N. Decatur Rd.
Decatur, GA 30032

(678) 676-0380 (telephone)
(678) 676-0304 (fax)
Audria_Berry@fc.dekalb.k12.ga.us

Appendix D



KATHY M. AUGUSTINE
DEPUTY SUPERINTENDENT
CURRICULUM AND INSTRUCTION
130 Trinity Avenue, S.W.
Atlanta, GA 30303
404-802-2700 – 404-802-1718 (Fax)
kaugustine@atlantapublicschools.us

February 1, 2010

MEMORANDUM

TO: Ms. Margo DeLaune

FROM: Kathy M. Augustine

RE: Public Comments on School Improvement Grants, Section 1003(g)

Atlanta Public Schools is in favor of providing Local Education Agencies (LEAs) with the three waiver options for the School Improvement Grants Application, Section 1003(g). We agree that the increased flexibility provided by the waivers will greatly support our efforts to increase student academic achievement. Further, this flexibility will allow school districts to inform critical decisions that will strengthen district accountability in meeting local, state and federal academic goals and standards.

We agree that Section 421(b) of the General Education Provisions Act should be waived. It has been publicized that these competitive grants to schools will range from a minimum of \$50,000 to a maximum of \$2,000,000 per year. Considering the possibility of some schools receiving extremely large grants, we feel that an extension of the time period for expenditure of funds is justifiable. Extending the period of availability for these funds will also provide school districts with time and opportunity to implement school improvement activities without fear of losing funds due to district procurement procedures which may occasionally impede the timeliness in which goods and services may be received.

We also believe that Section 1116(b)(12) of the ESEA that permits LEAs to allow their Tier I and Tier II Title I participating schools who implement a turnaround or restart model to “start over” in the school improvement timeline should be waived. Over the past five years, the Atlanta Public Schools transformation process has been hindered due to new and totally transformed schools having to assume the AYP designation of the parent school. Although, this option comes a little late for many of our schools, we still feel optimistic regarding the “start over” option, as we continue our transformation efforts.

Finally, we concur with waiving Section 1114(a) of the ESEA permitting LEAs to implement a schoolwide program in a Tier I or Tier II Title I school that does not meet the 40% poverty threshold. Most of our schools are Title I Schoolwide Programs. However, allowing eligible target assistance schools to implement schoolwide programs provides the district with another tool to use in improving our schools.

Thank you for the opportunity to provide input into the school improvement process.

Appendix D



"Graper, Betty"
<betty.graper@docoschools.org>

02/01/2010 02:47 PM

To <MDeLaune@doe.k12.ga.us>

cc "Johnson, Cheryl" <Cheryl.Johnson@docoschools.org>

bcc

Subject Comments on School Improvement Grant Waivers

Dr. DeLaune,

Listed below are comments in support of the waivers for the School Improvement Grant(s):

The School Improvement Grant is designed to provide additional funding to help create high-performing learning activities and strategies that will improve student achievement. This is a continuous effort on the part of the State and Local School Systems. The flexibility to lengthen the time frame in spending these funds will give local systems the opportunity to strategically design a program or programs that will be more focus driven on academic gains.

Again, the requested waiver(s) will increase the quality of instructional service for students.

Betty W. Graper, Ed.D.
Director
Federal Programs/School Improvement
Dougherty County School System
229-431-3415

DCSS